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NEWSPAPER PUBLICITY
FOR THE
PUBLIC SCHOOLS

BY
ROLLO GEORGE REYNOLDS, PH. D.

Director, Bureau Educational Service
Teachers College
Columbia University

NEW YORK, N. Y.
1922

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ACKNOWLEDGEMENTS

Newspaper editors and school superintendents furnished the facts which have made this study possible. Dr. N. L. Engelhardt, Dr. Milo B. Hillegas, Dr. E. S. Evenden and Dr. George D. Strayer of the Teachers College Faculty have brought to this study wise counsel and careful criticism. I realize the debt I owe to the many who have contributed. I wish to express my gratitude to them all.

R. G. R.

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CHAPTER I

THE SCOPE AND PURPOSE OF THE STUDY

NEWSPAPER PUBLICITY FOR THE PUBLIC SCHOOLS

The daily newspaper is one of the means of informing the public about the public schools. A large number of articles have been written on this subject but they have all been general in content and based merely upon opinion. One study on the subject[1] includes an opinion of the value of the daily newspaper for carrying school news as collected from 111 superintendents of schools; another[2] includes a classification and analysis of educational news found in a single newspaper over a period of one year.

The purpose of the following study is to present a body of fact relative to the use of the daily newspaper for carrying school news throughout the United States and to draw such conclusions as seem warranted.

The scope of the inquiry is indicated by the following headings:

The Amount and Character of School News Found in the Daily Newspaper.
School News From the Editor's Viewpoint.
School News From the Superintendent's Viewpoint.
School News From the Reader's Viewpoint.
A Program for School Information Service.

THE AMOUNT AND CHARACTER OF SCHOOL NEWS FOUND IN THE DAILY NEWSPAPER

To furnish the facts for this part of the study, 25 cities were chosen at random, representing various sections of the country. They were selected from the following population groups:

Group I. Cities, 100,000 in population and over.
Group II. Cities, 30,000 to 100,000 in population.
Group III. Cities, less than 30,000 in population.

These cities were distributed over seventeen states, representing five of the geographical divisions of the country. In each city the largest daily newspaper was subscribed to for a period of three

[1]Neale, Mervin G. —School Reports in American Cities, p. 60.
[2]Garlin, R. E. and Pittenger, E. F.—Educational Publicity in Daily Newspapers. School Board Journal, December 1921; p. 41.

Scope and Purpose of the Study.

months—January, February, and March. The "size" of the newspaper was determined on the basis of the circulation figures in Ayer's American Newspaper Annual and Directory for 1921. A number count was then made of the news articles dealing with local public school matters. In addition, a column-inch measurement was made of the school news found in six of the above newspapers, two from each of the population groups mentioned. It is believed that the newspapers studied represent a fair sampling of school news in the daily paper. The facts thus collected, analyzed, and tabulated, are presented as evidence of the amount and character of school news found in the daily paper.

SCHOOL NEWS FROM THE EDITOR'S VIEWPOINT

School news is of two kinds; that which is secured and published independently of school systems, and that which is prepared especially for the newspaper by school systems. In either case it must be passed upon by the newspaper organization. It is therefore necessary to study the practice and opinion of newspaper editors in connection with school news. To secure this information, a question sheet was sent to 200 editors of representative newspapers. Replies were received from 98 editors in cities representing each of the population groups and located in 40 different states. This point of view is most important to those who are responsible for educational publicity. The facts collected from these question sheets will be set forth as representing the practice and viewpoint of newspaper organizations relative to school news in the daily paper.

SCHOOL NEWS FROM THE VIEWPOINT OF THE SUPERINTENDENT OF SCHOOLS

Information for newspaper publication is often collected and prepared within the school system itself. Therefore, the policies, practices, and opinions of school superintendents relative to the publicity activities of school systems have an important place in this study. A question sheet was sent to 500 superintendents of representative school systems. Replies were received from 250 superintendents in cities representing each of the population groups and located in 45 different states. The facts collected from these question sheets will be set forth as representing the practice and viewpoint of superintendents of schools in relation to the collection, preparation, and pub-

Fair tonight; warmer in north portion; Thursday fair; yesterday's temperature: max. 58; min. 32; range of wind, north; sky, clear.

Tucson Citizen

ESTABLISHED 1870 ☆ TODAY'S NEWS TODAY ☆ ASSOCIATED PRESS LEASED WIRE

NEW YORK, Feb. 9.—Copper, 13@13¼; iron unchanged; tin, $30.50@30.75; antimony, $9.50@9.625; lead, $6.75; zinc, $8.30@8.40.

Bar silver, domestic, 59¼c; foreign, 60c; Mexican dollars, 47½c.

Vol. CI. No. 23. TUCSON, ARIZONA, WEDNESDAY EVENING, FEB. 9, 1921. FOURTEEN PAGES—5 CENTS

TUCSON MUST HAVE MODERN HIGH SCHOOL OR LOSE HER RANK AMONG INSTITUTIONS

SECESSIONISTS ARE DEFEATED IN

COOPERATION OF CATTLEMEN AND PACKERS URGED AS ANNUAL COWMEN'S SESSION IS OPENED

ENROLLMENT GROWS TO POINT THAT CLASSES ARE UNABLE TO FUNCTION IN LIMITED SPACE NOW PROVIDED

BITTER DEBATE IN STATE SENATE

BOARD AND COUNCIL AGREE ON $300,000 SCHOOL BOND ISSUE

If It Happens In White Plains You'll Read It In The Reporter

THE DAILY REPORTER

WEATHER Fair and warmer tonight; unsettled Wed.

Published in the Interest of the City of White Plains

VOL. XIV. NO. 137. WHITE PLAINS, N. Y., TUESDAY, FEBRUARY 1, 1921 EIGHT PAGES TWO CENTS

Rolfe O. Massoge Agency 207 Sun Bldg. 103 West 125th street New York City

CONDITIONS AMONG HIGH SCHOOL BOYS AND GIRLS DISCUSSED AT BIG MEETING OF PARENTS-TEACHERS

Principal Houseman's Talk on "Social Activities in High School," During Which He Condemned Fraternities, Saying They Are Detriment to School, Followed by Heated Debate Regarding Alleged Happenings at Dances of Younger Folk; Critics and Defenders Both Are Heard; Principal Stands by Majority of Students; Meeting Votes Confidence in Faculty.

ALLEGED LAXITY OF MORALS ON THE PART OF THE YOUNG PEOPLE OF THE CITY, WITH PARTICULAR ATTENTION PAID TO THE BOYS AND GIRLS OF THE HIGH SCHOOL, WAS THE CHIEF TOPIC OF DISCUSSION AT LAST NIGHT'S MEETING OF THE PARENT-TEACHERS ASSOCIATION OF THE HIGH SCHOOL. PRINCIPAL HOUSEMAN, INVITED TO THE MEETING TO GIVE AN ADDRESS ON ACTIVITIES IN THE SCHOOL, CONDEMNED FRATERNITIES, SAYING THEY NEITHER ARE GOOD FOR THE SCHOOL, NOR ARE THEY THEY DEMOCRATIC. THE ONLY REASON HE DOES NOT PULL THEM UP BY THE ROOTS AND BANISH THEM FROM THE SCHOOL ALTOGETHER IS THAT HE IS AFRAID IT WOULD BE TOO DRASTIC A MEASURE. THE DANCES HELD BY THE HIGH SCHOOL UNDERGRADUATES CAME IN FOR MOST OF THE DISCUSSION, THE "FRATS" BEING INCLUDED HERE ALSO, AS THE LARGER DANCES ARE UNDER FRATERNITY AUSPICES. STORIES OF ALLEGED DRUNKENNESS OF THE PART OF AT LEAST ONE FRATERNITY MEMBER, DENIED ON THE FLOOR BY A MEMBER OF THAT FRATERNITY, OF THE LATE HOURS KEPT BY THE YOUNG BOYS AND GIRLS OF THE SCHOOL WHILE AT THESE DANCES, OF AT LEAST ONE ANONYMOUS LETTER REGARDING ALLEGED CONDITIONS, ITS REFUTATION, AND A HOST OF OTHER TOPICS WENT TO MAKE UP ONE OF THE MOST HEATED MEETINGS OF THE KIND EVER HELD IN WHITE PLAINS. IT WAS BROUGHT OUT, AS STATED IN THE REPORTER YESTERDAY BY SECRETARY REDDING OF THE Y. M. C. A., THAT THERE IS A TENDENCY ON THE PART OF PEOPLE GENERALLY TO USE "HIGH SCHOOL GIRLS" AS A STANDARD EXPRESSION TO SPEAK OF THE YOUNGER GIRLS OF THE CITY. WHICH STORY, BY THE WAY, WAS TAKEN BY SOME AT THE MEETING AS A REFLECTION ON THE HIGH SCHOOL BOYS AND GIRLS. PRINCIPAL HOUSEMAN DEFENDED THE GREAT MAJORITY OF HIS PUPILS, SAYING ALSO THAT SOME OF THE BEST MEMBERS OF THE SCHOOL BELONG TO THE FRATERNITIES. OTHERS DEFENDED THE YOUNG PEOPLE, FROM THE CRITICISM THAT WAS OFFERED. THE MEETING SEEMED TO BE DEALING A GREAT DEAL IN GENERALITIES, MOUNTAINS BEING BUILDED UP, OR AN EFFORT BEING MADE TO BUILD THEM OUT OF MOLEHILLS. THE WHOLE STUDENT BODY CRITICISED BECAUSE OF THE ALLEGED ACTION OF ONE MEMBER OF THAT BODY. AFTER THE DISCUSSION HAD ENDED THE ASSOCIATION TENDERED A VOTE OF CONFIDENCE TO THE HIGH SCHOOL FACULTY. NO VOTE WAS TAKEN ON THE CONFIDENCE IN THE UNDERGRADUATES.

Associated Press News Is the Most Reliable News in the World

AKRON EVENING TIMES

Exclusive Associated Press

If You Want to Know Anything Ask Times Washington Bureau

VOL. 78—NO. 27 (SIXTEEN PAGES) (HOME EDITION) AKRON OHIO, WEDNESDAY EVENING, JANUARY 26, 1921. VOL. 78—NO. 28

BANDITS ROB OHIO TREASURER

$1,000,000 FOR NEW SCHOOLS

SCHOOL NEWS OF FRONT PAGE IMPORTANCE

Scope and Purpose of the Study.

lishing of school news in the daily newspaper. It is of interest to note, in the case of both editors and superintendents, that a large per cent, approximately 50% took pains to fill out the question sheets.

SCHOOL NEWS FROM THE NEWSPAPER READER'S VIEWPOINT

The "consumer" of school news, the newspaper reading public, is after all the final judge of school news in the daily newspaper. The purpose of all school news is that it shall be read. To complete the study, therefore, an indication of the viewpoint of the newspaper reader is presented. Through a statistical process of selection, 10 newspaper articles, each having to do with the health of school children, were chosen for the judgment of newspaper readers. These articles were reproduced on a broadside. The readers were asked to rank them, beginning with that article which gave the greatest interest in the health of school children and ending with that which gave the least interest. Judgments were received from 369 individuals, 128 women and 241 men, representing 8 occupational groups and residing in 35 different states. In addition, the judgments of 34 expert women advertisers holding important advertising positions in the city of New York were secured. From these judgments, a scale of the articles has been constructed and is presented as an indication of the relative value which the newspaper reader gives to certain school news articles in the daily newspaper.

A PROGRAM FOR SCHOOL NEWS SERVICE IN THE DAILY PAPER

The last chapter of the study consists of two parts. First, the presentation of various types of school publicity as clipped from a large number of newspapers and contributed by superintendents of schools; these are presented for the purpose of serving as examples to school organizations desiring to inform the public through the daily newspaper. Second, suggestions for an organized school news service program in the daily newspaper.

HOW THE FACTS WILL BE PRESENTED

Each chapter will have the following organization: First, a general statement of the conclusions drawn from the material presented in the entire chapter; this will be presented first for the benefit of those who do not care to go into the details. Second, a discussion of the material collected and the methods used in preparing it for presentation. Third, the specific conclusions drawn

from each sub-topic taken up in each chapter. Fourth, the tabulation of the facts upon which the conclusions, both general and specific, are based.

Scope and Purpose of the Study.

THE PURPOSE OF THE STUDY

The public schools of America belong to the American people and are supported by them. Their interest and support will depend to a large extent upon the information which they possess as to the activities and needs of the public schools. If this study brings to the administrators of American school systems and to the editors of American daily newspapers a conception of the importance of the daily press to the public schools and the conditions which control the use of the newspaper as a means of giving school information to the public, it will have served its purpose.

THE WICHITA EAGLE, SUNDAY MORNING, FEBRUARY 20, 1921

Seeing Wichita's Schools In Stories and Pictures

DECORATION OF INTERIORS FOR WICHITA PUPILS

Practical Course is Introduced in Local Schools by Prof. Anderson

FOR ATTRACTIVE HOMES

A course in interior decorating is being introduced to the teachers of Wichita public schools by William Anderson, supervisor of industrial arts and penmanship, according to an announcement from his office this week.

Interior decoration, color harmony, arrangement of furniture, drapery, upholstering and the general composition of the room are discussed in the course, which is taught by card board and construction paper, or through the use of colored crayons, drawing pencils and white drawing paper.

Color combination and harmony as well as balance in composition design are included in the course.

"Nothing looks so bad and in such poor taste as a mantel or shelf covered with a jumble of nick-nacks, pictures, flowers, vases and candlesticks," said Mr. Anderson. "This course teaches that arrangement or combination of a few articles which will bring out the richness of those few articles and enhance the general appearance of the room."

"I was in a room once," he continued, "which actually made me giddy. There were things Chinese, things Japanese, things Mexican, Singalese and Hawaiian. All of the articles were rich and very expensive, but the tone of each was lost in the hazy blur of superfluity. To know simplicity in room arrangement means a saving of money, and to know taste and color harmony also means a saving."

The course includes elementary architectural work, ranging from the simple forms in the lower grades to more difficult ones in the upper grades. The teacher learns her problems and drawings from Mr. Anderson, and then teaches what she has learned to her class. Courses similar to this are carried regularly in the universities of the country and are popular.

The ability to arrange a few articles simply in a room is an art which thousands of thrifty housewives have found to effect a distinct saving in furnishing a home, it is said. Likewise, the ability to choose colors, textiles and cloth-patterns with an eye to harmonizing with the color of hair, color of the eye and contour of the body, also works a saving, says Mr. Anderson.

PUPILS PRACTICE WRITING LETTERS TO OTHER SCHOOLS

For the purpose of correcting their own mistakes in English composition and to perfect themselves in letter writing, the pupils of the sixth A and sixth B grade of the Lowell school have written letters to pupils in schools in Murdock and El Dorado. The pupils of those schools answered the letters, and criticised the English and punctuation of the letters from the Wichita pupils. In return, the Lowell pupils vindicated the usage in question, or acknowledged their mistakes. The idea has proved one which has aroused much interest in better English and in letter writing and has established a bond of friendship between the schools. The exercises, while instructive and beneficial, also has its amusing and entertaining side. Some queer mistakes are made, but, as the children say, "it only adds to the fun of the work." Both pupils and teachers express satisfaction at the success of the letter writing.

Some of the best letter writers are said to be: Evelyn Fleeger, Emily Churchon, Frank Brochus, Jack Hafer, Grace Haskit, Alace Startsman, Hayden Whitmore, Daniel Johnson, Luther Albright, Mildred Miller, Mildred Dacon and Mervin Davenport.

'BETTER SPEECH' CLUB FOR LOWELL SCHOOL

A "Better Speech" club has been operating in the eighth grade of the Lowell school since last fall. Its aim is to correct all misuse of English and to help students learn good usage. Attractive posters, made by the members, are placed in various parts of the building. The club takes every means possible to eliminate incorrect words from their own compositions and those of others, and has accomplished a great deal of good in the school, according to teachers. Miss Prinale has charge of the club.

RIVERSIDE ADDS TO ITS PLAYGROUNDS

The Riverside school playground, formerly restricted to the grounds about the building, has, since last fall, been extended to a quarter of a square. This additional ground, affords plenty of room on which to play football, volley ball and other out-of-door sports. Parts of the ground have been low and too marshy to be of much good as playgrounds, but those parts are being filled up by the board of education, and will soon be in better shape.

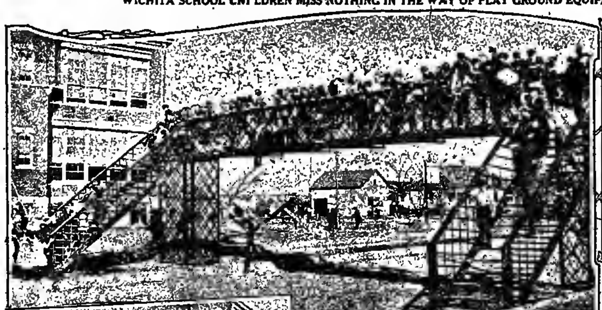
The ground was purchased last spring by the board of education.

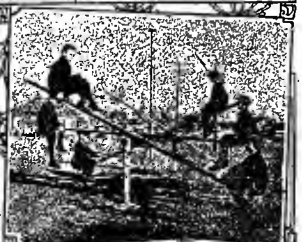
WEBSTER SCHOOL HAS UNIQUE VICTROLA

Webster school has a unique Victrola. It is fitted with two wooden wheels and a handle, so that it may be moved from one part of the building to the other, as desired. The Victrola is easily moved without danger to the polished sides of the machine. A set of war records, have recently been presented to the school. These are used in marching in and out of the building.

Twelve per cent of the world's population is Mohammedan.

WICHITA SCHOOL CHILDREN MISS NOTHING IN THE WAY OF PLAY GROUND EQUIPMENT





If our Grandmothers and Grandfathers could have enjoyed the excellently equipped playgrounds which modern children enjoy, the birch rod would have gone begging for truancy victims. Every public school in the city has its full quota of swings, giant strides, "chute-the-chutes" and swinging irons. Playgrounds are supervised by various teachers and no pupil is allowed to be lonesome at recess time.

The large picture shows what is perhaps the only viaduct of its kind in the country. Pupils of the Lowell school who have to cross Third street after a hard rain are compelled to use the bridge which the city erected for them. Third street is a drainage way for all water from College Hill to the canal and commonly fills from curb to curb after a rain. The Eagle cameraman caught a lot of children playing on the bridge at recess.

SNAP SHOTS

A prize of $10 has been offered by the Truex Optical company to any student of the high school who writes the best newspaper advertisement entitled "The Benefits of Eye Glasses." A second prize of $5 is also offered.

Speaking of the prosperity of Kansas, one day this week there were thirty-nine automobiles and two motorcycles parked in front of the high school.

To show their appreciation for Miss Clara O. Rebstein and Miss Mary C. Roach, teachers in the Webster school, one of their pupils presented them with unique valentines last Monday. Each valentine was in the shape of a red carnation, tied with a frilly bow and thrust through a red heart and white embroidery paper.

Pupils of the Lowell school are jubilant. Last December Harry Sharp one of the most popular students in the school moved, with his parents, to Tulsa, Oklahoma. The pupils of the school mourned his loss, but are overjoyed because Harry's parents decided to move back to Wichita and Harry is once again in the Lowell school. He is popular, both with the pupils and the teachers.

Many of the city parent-teachers' associations are meeting to elect delegates to send to the state convention of the organization held at Manhattan next month.

A kindergarten may be added to the [illegible] tion is favorable to such a move but no teacher is available and the board is advertising for a teacher. A room is in readiness for the kindergarten, according to R. B. Hiner, principal of the school.

A sacrifice for the sake of democracy lies behind the action of the girls of the Senior class of the high school, who this week voted to adopt a uniform dress for graduation. The vote was 78 to 73. It is said that the action will set a precedent for future graduation class.

Teachers in the Martinson school were entertained with a party Thursday evening at the home of Miss Hazel A. Watkins, 341 South Martinson, teacher of the sixth grade. Invitations to the party stipulated that the guests should dress like kids and bring their dolls.

Boys in the two upper grades of the Martinson school outnumber the girls by a ration of three to two, according to the records in the office of Miss Nths Burright, principal.

Miss Marjorie MacMahon is a new teacher for the Sixth B grade of the Washington school.

Miss Mary Vaughn, a teacher in the Horace Mann intermediate school, who has been confined to her home for several days on account of ptomaine poisoning, has recovered sufficiently to return to her classes.

At the next meeting of the College Hill parent-teachers association, music supervisors will explain the Sea Shore test for music pupils.

A handsome rug and rubber tips for chair legs was presented to the kindergarten of the College Hill school last week by the College Hill parent-teacher associations.

FRIENDS UNIVERSITY STUDENT ACTIVITIES

"ALARM" CLOCK BEING TRIED.

One of the F. J. Jansen reminding clocks has been installed in the office of Friends University through the generosity of six well-known business firms of the city.

It may be set to any alarm clock for any quarter of an hour by placing plugs for the desired time, and being connected with a battery, a buzzing occurs as the remainder.

There is a possibility of making a regular bell system from this as the school has been granted a two years free trial.

EXCHANGE MEETING.

An exchange meeting of the Y. W. C. A. and Y. M. C. A. will take place next Wednesday at the regular chapel time. Three representatives from each association will be sent to the other one, to give short talks on practical topics of general interest.

WICHITA PUPILS GET EXPERIENCE AS JOURNALISTS

Creditable School Papers Are Edited and Published In Schools

ARE NEWSY JOURNALS

The January number of the Lowell Lodger, official newspaper of the Lowell school, is out, and is a newsy and very creditable paper. It contains some interesting items of general school interest, short stories and excellent write-ups of the twenty-one pupils of the eighth grade who recently were graduated. Each member of the class wrote a short "piece" about one of his fellow pupils, so that the style of the write-ups was varied and refreshing. There were eight pages in the paper, consisting of a picture of the graduating class, write-ups of the class, short articles and short stories.

The editorial staff was composed of the following:

Editor, Margaret Vheial; business manager, Clay Piper; society editor, Darlean Euard; sport editor, Frank McCool; question box editor, Henry Walter; 8-A reporter, Martin Porter; 8-B reporter, Elizabeth Lester; cartoonist, Charles Schumacher.

The "Riverside Herald," the first newspaper printed by the pupils of the Riverside school, was issued last week, according to an announcement made at the school.

The paper was printed on the high school press and was edited by the pupils of the seventh grade, assisted by reporters from the other grades. The staff included:

Editor-in-chief, Addison Meschke; assistant editor, Marjorie Smith; business manager, Robert Jackson; assistant business manager, Lawrence Stanley; "Did You Know," Mildred McPherson.

"The Martinson Mail," school newspaper of the Martinson school, was published lately. The paper is a newsy one and shows a great deal of effort and training. There are stories, poems and news items and "jokes" written by the students.

The members of the editorial staff of the paper were:

Editor—Alton Willis.
Associate Editor—Norbert [illegible].
Business Manager—Ray Phillips.
Assistant—Lloyd Moore.
Reporters—[illegible] Reynolds.
Assistant—[illegible].
Assistant—Vera White.
Comic Section—Marjorie [illegible].
Assistant—Jack Bulls.
Sport Editors—Everett [illegible].
Assistant—[illegible].

Mexican Pupils In Wichita Are Eager To Be Called Americans

Take Part With Zest in All Activities And Want Playmates to Forget They Are From Another Land

Like the schools of New York City, where pupils of all nationalities are found in some of the class rooms, the Waco Avenue school has twenty-five little foreigners enrolled. All of these, however, are Mexicans.

But, whatever their handicap, they do not allow it to cause them to fall behind their classmates in scholarship. Some of these Mexican children enter school almost entirely unable to speak the English language, according to the teachers. But they learn quickly and with an eagerness which is almost startling. They pick up words from other children on the school grounds, or at play, and with an amazing skill and originality they weave these words into their own language so that they are easily understood.

And their allegiance to America and American ways is all that could be expected of any pupil, native born or foreigner. They salute the flag with as much reverence and display of loyalty as any, and when they cannot sing the words to American songs they hum the tune.

"I had occasion to write a note to the parents of one little Mexican boy," says Miss Emma J. McGee, principal of the Waco school, "and I wrote it in Spanish. But the child would not have it. He insisted that his parents were Americans now and that they could read the note in English. They seem anxious to be classed as Americans, instead of foreigners."

The children are no harder to manage than American children, according to the teachers. They are eager to help in all drives and often bring money to school for various purposes like the other children do although many times they do not know for what they are giving.

FORM ART CLUB AT HIGH SCHOOL

Constitution Drawn and Plans Made for Active Organization

An Art Club has been formed at the high school, limited to members who have had at least three original pieces of art, to be judged by a jury of three students and three teachers, and an average grade of C.

Officers elected are: Ruth Alcy, Hortense Thompson, Lesley Case, Anne Katherine Isbee, Beulah Pocock.

A constitution has been drawn up and is now before the student council. Plans for a Bohemian party are being made by members of the club.

NEW TEACHER ADDED

Mrs. Lena Jones is a new teacher at the Riverside school. At the opening of the second semester the school, which formerly has only seven grades, added a grade. Mrs. Jones has charge of the part of the second and the first grades.

During the entire first semester there was not one case of tardiness in the second grade of the Martinson school. Miss Nellie Gates is the teacher.

IS YOUR SCHOOL HERE?

The school page is open for news from any school or college. Contributions or suggestions, are received by the school editor at any time. Write-ups are welcome. Send in suggestions for pictures.

The following schools and colleges are represented on today's school page:

Martinson school.
Alexander Hamilton Intermediate.
Horace Mann Intermediate.
Lowell school.
Riverside school.
Waco school.
Washington school.
Webster school.
Carleton school.
Sophomore class, high school.
Senior class, high school.
High school.
Friends University.
Fairmount college.
Benton, Kansas, high school.
El Dorado high school.
Buffalo, Kansas high school.
Custer City, Okla., schools.
Woodland school.
Irving school.
Sunnyside school.

NEGATIVE WINS IN H. S. DEBATE

Judges Rule Court of Industrial Relations Won't Settle Disputes

That the United States should not adopt a court similar to the Kansas Court of Industrial Relations for the settlement of labor disputes, was the decision of the judges at a debate between the two debating teams of the high school in the high school auditorium Thursday afternoon. The vote was 2 to 1 in favor of the negative.

The negative side was represented by Paul Gregg, Margaret Taggart and William Kahrs. The affirmative side was upheld by Earl Bellman, Wanda Lee and Robert Campbell of the junior class. W. A. Young presided as chairman.

The identity of the three judges remained a secret, because both affirmative and negative sides are high school teams, coached by Miss Lida McBride, public speaking instructor. A large crowd heard the debate, which was the first in the history of the local high school in which the two local teams opposed each other on the home platform.

'HAIR RIBBON' DAY BRINGS OUT SOME UNIQUE MAKE-UPS

The Senior class of 1921 held its annual hair-ribbon day Wednesday, February 9. The girls wore their hair down their backs with ribbons, while the boys either had their hair artistically "braided" in pigtails with ribbons or their hair parted in the middle.

Some of the students were so cleverly dressed that they are worthy of mention. Lloyd Ferrell won the prize of the class with a row of red and white ribbons on his hair. Alice Cromwell had her hair skinned back so tightly that her eyebrows were drawn upwards. Richard Wentworth looked like a little boy with bobbed hair, due to the unusual length of his hair.

As a whole the day was very successful, according to many of the class members.

There were many clever snap shots taken of the hair ribbon wearers and handed in for the 1921 Annual.

HONOR PUPILS AT A. H. ANNOUNCED

Thirty Seven Intermediate Pupils Given Place for Third Period

Honor students at Alexander Hamilton Intermediate school for the third quarter and also for the first semester were announced by the principal, Mrs. Helen Eckstein, Friday in assembly.

The pupils earning scholarship honorary letters for the semester are:

8A
Ertha Skinner
Evelyn Van Clere
9A
Ethel Gaskill
Erma Hafer
8A
Violet Kinder
9B
Edna Jones
Mildred Grow
Byron Thayer
Howard Zeigler
Helen Shoemake
Lenore Pennington
Esther Crosse
7B
Alice Virginia Cowell
Vera Hoffman
Helen Hayes
Althea Eves

It is quite an achievement to attain this distinction as all grades and deportment must be B or A, according to Mrs. Eckstein.

The third period honor pupils are:

8A
Evelyn Van Clere
Ertha Skinner
Velma Powell
Amarith Neill
Eleanor Leland
Marian Lander
9B
Erma Hafer
Ethel Gaskill
Thelma Taylor
Pauline Mallonee
Beryl [illegible]
Dorothy Smith
Pauline Schaeffer
8A
Ruth Byler
Vernona Meek
Louise Robinson
Violet Kinder
Mildred Furno
Merri [illegible]
9B
Esther Crosse
Lenore Pennington
Helen Shoemake
Howard Zeigler
Byron Thayer
Mildred Grow
Edna Jones
7A
David Tabor
7B
Alice Virginia Cowell
Margaret Drost
Frances Sullivan
Vera Hoffman
Helen Hayes
Althea Eves
Opal Childreth
Lola Condit
Florence Smalley
Opal Bulledge

ANNUAL 'COPY' IS ALMOST PREPARED

Staff Plans to Have Year Book Ready for Distribution in Good Time

Plans are going forward at the high school for publication of the 1921 Annual, according to an announcement from the school. The staff is composed of the members of the Wichitan Messenger class. The work will be handled by different committees, with a capable chairman at the head of each.

The pictures of nearly all the seniors have been taken and the rest of the pictures, including the club, class and other group pictures, are being photographed as rapidly as possible. The plan is to have all the pictures and cuts ready for the engraver within the next two weeks and all cuts and copy in the hands of the printer by April.

The Annual will be ready for distribution one week before the Seniors are graduated.

ASKS $20,000 FOR COAT OF TAR AND FEATHERS

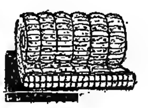
RUTLAND, VT.—Bernard W. Field, of Chester, who was treated to an old-fashioned coat of tar and feathers the night of January 28, has filed suit against six prominent men who, he alleges, were among the twenty-five assailants. He claims damages of $20,000.

In the year just ended, 11,004 new books were published in the United Kingdom; an increase of 2,381 compared with the previous year. This brings British publishing almost back to pre-war level. The foregoing analysis was compiled by the Publishers Circular and Booksellers' Record.

WHERE IS YOUR MONEY?

In Your Purse, Under the Mattress, Under Chair Upholstery, or SAFE in a Savings Bank?

(By United Press) Philadelphia.—About one half of the total currency of the United States—$3,000,000,000—is being carried around in pockets and purses, hidden under mattresses, in socks or locked in strong boxes, in the opinion of William H. Hutt, acting governor of the Federal Reserve Bank here. Crooks consider it a poor job if they get less than $100 from a victim, Hutt says.



It's an easy feat to steal a sock, and a mattress is a mighty poor place for money.

Cash in the pocket is easily extracted, at the point of a gun.

The bank is the only SAFE place for money.

Put Your Money Where You Know It's Safe

Even some of the richest men carry only five or ten dollars in their pockets, at a time.

Put your money where it is not only SAFE, but where it draws 4% interest. Open an account with this bank.

Let the Big Fourth Keep It For You And Pay You Interest On It

No large sum is required to start a Savings Account at the Fourth National Bank. There is no "red tape" connected with it. Once you begin this savings account you will be surprised to find how quickly and how easily it will grow. Then when a sudden need for money occurs—new business ventures, sickness, an extended trip—your Savings Account will furnish the means.

FOURTH NATIONAL BANK

MARKET AND DOUGLAS

A SCHOOL PAGE DEALING WITH VARIOUS ACTIVITIES

CHAPTER II

THE AMOUNT AND CHARACTER OF SCHOOL NEWS FOUND IN THE DAILY NEWSPAPER

GENERAL STATEMENTS

The facts presented in this chapter uphold the following statements:

The local public school system is an important source of news found in the daily press.

In general, the newspaper staff believes in presenting constructive and informational news in regard to the public school. The proportion of school news, sensational or destructive, which is found in the daily newspaper, is extremely small.

The editors of daily papers consider school news of sufficient importance to command place on the front page of the paper and comment in the editorial column. News of public school athletics, in fact, is often given an undue amount of space.

It would seem, therefore, that public school matters are of such importance to the community as to place their emphasis in the daily newspapers at least on a level with the emphasis given to society and professional sport. This is not the case.

Nevertheless, to the school administrator the fact must be evident that the newspapers are furnishing a large amount of information about the public schools to the general public. This medium of school publicity is, therefore, worthy of his consideration, his study, and his cordial cooperation.

The general summary and conclusions given above are based on a reading, analysis, and classification of 1800 newspapers in 25 different states.

MATERIAL COLLECTED AND METHOD USED

Any selection of newspapers upon which a number count is to be based should include newspapers which offer a wide variety in the amount and character of the school news which they publish. From Table I, page 21 it is clear that this variety was secured. From the list of cities given in the Appendix, Table A, it is evident that the geographical divisions of the country are represented. The newspapers also are fairly distributed among the three population groups: nine cities from Group I (100,000 and over); eleven cities from Group II (30,000 to 100,000); and five cities from Group III (less than

30,000). The particular newspaper chosen in each city was arbitrarily determined by selecting that paper which was reported in Ayer's American Newspaper Annual and Directory for 1921 as having the largest circulation.

The Period of Reading.

The newspapers were subscribed to for the months of January, February, and March, of 1921. All issues of each paper which were received were read. The non-arrival of certain issues through faulty mail service or other reasons accounts for the fact that the same number of newspapers was not read for each city. The number of Sunday editions read is indicated in the tables. The period of time over which the newspapers were read does not include the opening or closing of the school year. At such times, school news in the newspapers would undoubtedly be heavier. The three months taken, however, probably represent fairly a period during which school news, uninfluenced in amount by special occasions, appears in the daily press.

The Classification of School News.

In the number count, only articles dealing with local public school news were considered. These were classified as read under the following headings: Articles Constructive or Informational in Nature, Articles Sensational or Destructive in Nature, and Articles Dealing with Public School Sport. In addition, the number of articles appearing on the front page, the number of editorials dealing with local public school matters, and the number of illustrations accompanying school news aritcles were enumerated.

Criteria for Classification of School News.

The judgment of the reader determined the classification of each article. This personal judgment was guided by the following criteria:

1. Constructive or Informational Articles.
   - *a.* All announcements, reports of school activities, social events, and the like.
   - *b.* News items having to do with the conduct and progress of the school system, such as school building programs, items of school finance, curricula, and the like.
   - *c.* News items evidently released by the school system such as school pages, school columns, signed articles, and the like.
   - *d.* Personal items relating to students or teaching staff.
2. Destructive or Sensational Articles.
   - *a.* All news "playing up" school scandal.
   - *b.* News items in which the emphasis was placed on some fad or foible such as short skirts, rouge, hazing.

c. News items in which the school system was attacked without constructive suggestions.

3. Articles Dealing with School Sport.
   Classification self determined.

4. Editorials.
   Only such as dealt with local public school matters.

DETAILED FACTS AND CONCLUSIONS

Specific Conclusions Based on a Number Count of Newspapers in 25 Cities

A Number Count of School News in Daily Newspapers.

As a result of the newspaper reading described, and from the data tabulated in the tables, the following conclusions seem warranted.

1. The number of local school news items found in the daily newspapers is large enough to warrant careful consideration. In 1800 newspapers from 25 cities, 5483 such articles or items were found. Individual cities vary in the number of items relating to school news, but considered in the three population groups the variation is slight.

2. School matters are evidently considered good news by the daily newspapers.

3. The bulk of school news in the daily press is constructive or informational. Table I, page 21 shows that 64% of all school news items are of this character. Individual cities vary considerably from this amount, but the variation of the three groups is negligible.

4. The number of sensational items relating to school matters is extremely small. Only 5% of all school news items are of this type. Newspapers in cities of Group I are more prone to print this kind of news.

5. The number of news items relating to school sport is relatively large. Of all school news items 30 % deals with sport. Newspapers in cities of Group II seem to specialize heavily in news of public school sport.

6. The proportion of school news considered of front page importance is small. Of all school news 5% is of front page importance. This varies little for all three population groups.

7. Editorial discussion of school matters is fairly frequent. Of all the items relating to school matters 4% is found in the editorial column. Considering the limited space devoted to editorials, this percentage is relatively larger than the 5% of school news items which appears on the front page. More editorials dealing with school matters were found in newspapers of Group I.

8. About one in every ten items on school matters is accompanied by an illustration. Cities of Group III fall short in the number of illustrations used.

Tabulation of Number Count.

In Table I, page 21 the measure of school news is expressed in terms of *numbers of articles* having to do with local public school matters. In the count, one article is equivalent to any other article, without reference to space. The table reports the *frequency* with which school news appears and, in so far as this element is concerned, is an indication of the importance of school affairs as news to the daily press. If anything, the number count reported falls short of the actual number of school news items appearing in the newspapers studied. No doubt some items were overlooked in the reading.

The news items found in each issue of a newspaper were recorded on a tabulating sheet similar to Form 1, page 20.

The results obtained are found in Table I, page 21.

The Column-Inch Measurement.

Specific Conclusions Based on Column Inch Measurement of Newspapers in 6 Cities

1. The amount of space given to local school news by the daily newspapers is considerable. In 144 newspapers, 4645 column inches of space were devoted to public school news.

2. Cities of Group III lead in the number of column inches given to this kind of news.

3. The space given to school news constructive or informational in character is relatively large. Of all school news in the six newspapers studied 66% is of this character. Cities of Group II rank the lowest in this particular.

4. The amount of space given to destructive or sensational news is extremely small Of all school news in the six newspapers studied 5% is of this character. Cities of Group III devote a relatively large proportion of their space to this type of news.

The amount of space devoted to public school sport is relatively great. In the six cities studied 30% of the space devoted to schools dealt with public school sport. Cities of Group II lead in the amount of space devoted to sport.

6. The editorial column devotes considerable of its space to the discussion of school matters. In the six newspapers studied 4% of all the space devoted to local school matters is found in the editorial column.

7. Much less space is given to local public school news than is given to either "Society" news or news of professional sport. Of 27,299 column-inches of space devoted to local school news, educational news other than local public, society news, and professional sport,—professional sport stood first with 42%, society news second with 31%, local public school news third with 17%, and other educational news fourth with 9%.

8. School news is well illustrated as compared with news of professional sport and society news. In the six newspapers studied, society news leads with one illustration to every 81 column-inches of space, local public school news second with one illustration to every 141 column-inches, and professional sport news third with one illustration to every 170 column-inches.

Tabulation of Column-Inch Measurement.

School news items, items under the heading "Society", and items relating to professional sport, were measured in six of the newspapers included in the number count, two from each of the three population groups. These were chosen as typical of the larger group of 25 newspapers. They were read for the month of February. The criteria for the classification of the school news articles were the same as those which governed in the number count: Under society news all items were included which were published in the newspaper under the heading, "*Society News*", "*Social Happenings*", and the like. The other classifications used are self-determining. The statement which was made relative to the accuracy of the number count can be applied to the columns-inch measurement.

The column inches found in each issue of a newspaper were recorded on a tabulating sheet similar to Form 2, page 22.

The results obtained are found in Table II, page 23.

FORM 1.

TABULATING SHEET FOR THE NUMBER COUNT OF SCHOOL NEWS ITEMS IN DAILY NEWSPAPERS

		1–2–3–4–5–6–7–8–9–10–11–12–13–14–15–16–17–18–19–20–21–22–23–24–25–26–27–28–29–30 31						
AKRON	Dec.							
BOISE	Jan.							
BUFFALO	Feb.							
CANTON	Mar.	LOC.	LOC. 1st pg.	LOC. ill.	LOC. edit.	INF. or constr.	SENSAT. destruc.	SPORT
DAVENPORT	Apr.							
DENVER	May							
DES MOINES	June							
DETROIT	July							
GREAT FALLS	Aug.							
HAVERHILL	Sept.							
LINCOLN	Oct.							
LONG BEACH	Nov.							
MANCHESTER								
MUSKEGON								
NEWARK								
OAKLAND								
ROCHESTER								
ROCKFORD								
SALT LAKE								
SAN DIEGO								
SCRANTON								
SEATTLE								
SPOKANE								
WHITE PLAINS								
WICHITA								

TABLE 1.

THE SCHOOL NEWS IN THE DAILY NEWSPAPER

A NUMBER COUNT FROM THE STUDY OF 1800 NEWSPAPERS

Size of Cities	*City Number*	*Geographical Location*	*Number of Papers Read*	*Number of Sunday Papers*	*Total Number of Local Educational Articles Found*	*Percentage Of Articles Constructive or Informational In Nature*	*Percentage Of Articles Sensational or Destructive In Nature*	*Percentage Of Articles Dealing With School Sport*	*Percentage of Articles on First Page*	*Percentage of Articles Which Were Editorials*	*Number of Illustrations Accompanying Articles*
Group I 100,000 and over in Population	1	Middle Atlantic	72	0	140	74	12	14	4	5	15
	2	North Central	78	12	204	69	9	22	7	10	21
	3	Middle Atlantic	76	0	155	56	19	25	12	6	4
	4	Plateau	66	10	58	40	19	41	14	—	5
	5	Pacific	70	9	243	72	7	21	2	4	23
	6	Middle Atlantic	85	12	292	71	2	27	.3	5	24
	7	Middle Atlantic	67	0	110	54	4	42	5	7	4
	8	Pacific	79	11	385	90	3	7	4	6	34
	9	Pacific	74	0	386	73	1	26	4	5	38
Totals			667	54	1973	72	6	22	4	6	168
Group II 30,000 to 100,000 in Population	10	North Central	84	11	376	42	3	55	10	2	14
	11	North Central	73	10	114	53	5	42	13	2	24
	12	North Central	83	11	168	69	7	24	12	2	44
	13	New England	65	0	111	87	4	9	7	4	7
	14	Plateau	83	12	232	41	2	57	—	2	31
	15	North Central	72	10	271	75	2	23	.3	2	35
	16	North Central	69	0	460	59	3	38	.6	.6	16
	17	New England	68	0	295	52	3	45	5	2	7
	18	North Central	81	11	118	57	8	35	3	6	17
	19	North Central	70	0	275	58	3	39	12	9	17
	20	Pacific	73	12	223	69	6	25	3	2	28
Totals			821	77	2643	58	3	38	5	3	240
Group III Less Than 30,000 in Population	21	Plateau	60	9	103	65	3	32	—	4	4
	22	Plateau	77	11	135	56	7	37	7	4	20
	23	Pacific	64	0	324	79	6	15	.6	3	2
	24	North Central	50	0	119	55	1	44	10	.8	1
	25	Middle Atlantic	61	0	186	88	4	8	2	3	2
Totals			312	20	867	72	4	23	6	3	29
			1800	151	5483	65	4	30	5	4	437

This table should be read as follows: In 72 newspapers from City No. 1, 140 local educational articles were found; of these, 74% were constructive or informational in character; 12% were sensational; etc..... 15 illustrations accompanied the 140 articles.

FORM 2.

TABULATING SHEET FOR COLUMN-INCH MEASUREMENT

PAPER..... DATE.....

I. LOCAL EDUCATIONAL NEWS.

	No.	*In.*	*Pg.*	*Pos.*
EDITORIAL				
ATHLETIC				
CONSTRUCTIVE				
NON-SOCIAL INFORMA-TIONAL OR ANNOUNCE-MENT				
SOCIAL				
SENSATIONAL				
CUTS				
TOTAL				

Phot.	*Graph.*

II. EDUC. NEWS OTHER THAN PUBLIC LOCAL

	No.	*In.*	*Pg.*	*Pos.*
COLLEGE				
STATE OTHER THAN NATIONAL				
NATIONAL				
NON-PUBLIC LOCAL				
TOTAL				

III. SOCIETY NEWS (SO LABELED)

	No.	*In.*	*Pg.*	*Pos.*	*Phot.*	*Graph.*
TOTAL						

IV. SPORT OTHER THAN PUBLIC LOCAL

	No.	*In.*	*Pg.*	*Pos.*	*Phot.*	*Graph.*
TOTAL						

REMARKS:

TABLE II.

SPACE DEVOTED TO LOCAL SCHOOL NEWS COMPARED WITH THAT DEVOTED TO SOCIETY, PROFESSIONAL ATHLETICS, AND EDUCATIONAL NEWS NOT PUBLIC LOCAL

1. NEWS DEVOTED TO THE LOCAL PUBLIC SCHOOLS IN COLUMN INCHES

City	Population Group	Number Papers Read	Number Sunday Editions	Total Column Inches	Percent of Constructive School News	Percent of School Athletic News	Percent of Sensational or Destructive School News	Percent of Editorials on Local School Matters	Number of Cuts Used With School News
A	Group I	23	2	315	63	35	1	23	3
B	Group I	24	0	440	67	31	2	6	9
C	Group II	28	4	904	37	61	1	2	11
D	Group II	24	0	901	47	48	5	0	5
E	Group III	23	0	1129	86	11	3	4	3
F	Group III	22	0	956	86	7	14	3	2
All 6 Cities		144	6	4645	66	29.5	5	4	33

2. EDUCATIONAL NEWS OTHER THAN LOCAL PUBLIC SCHOOL IN COLUMN INCHES

City	Population Group	Number Papers Read	Number Sunday Editions	Total Column Inches of Educational News Other Than Public Local	Percent of College News	Percent of State Educational News	Percent of National Educational News	Percent of Non-Public Local School News
A	Group I	23	2	524	85	1	7	—
B	Group I	24	0	604	80	29	6	1
C	Group II	28	4	764	67	6	15	12
D	Group II	24	0	495	72	19	5	5
E	Group III	23	0	105	31	38	30	—
F	Group III	22	0	42	100	—	—	—
All 6 Cities		144	6	2534	74	16	10	5

3. SPORT OTHER THAN PUBLIC SCHOOL IN COLUMN INCHES

City	Population Group	Number Papers Read	Number Sunday Editions	Total Number Column Inches Devoted to Sport Other Than Public School	Number of Cities Used with Sport News
A	Group I	23	2	3577	13
B	Group I	24	0	914	11
C	Group II	28	4	4461	39
D	Group II	24	0	1469	2
E	Group III	23	0	1026	0
F	Group III	22	0	128	3
All 6 Cities		144	6	11575	68

4. SOCIETY NEWS IN COLUMN INCHES

City	Population Group	Number Papers Read	Number Sunday Editions	Total Number Column Inches Devoted to Society News	Number of Cities Used with Society News
A	Group I	23	2	2141	52
B	Group I	24	0	968	20
C	Group II	28	4	1520	20
D	Group II	24	0	2243	11
E	Group III	23	0	1246	3
F	Group III	22	0	427	0
All 6 Cities		144	6	8545	106

5. SUMMARY TABLE IN COLUMN INCHES

	Total Column Inches Devoted to All Four Items	Percent of Local Public School News	Percent of Educational News Other Than Local Public School	Percent of Society News	Percent of Sport News Other Than Public School
All 6 Cities	27299	17	9	31	42

TIMES PRINTING COMPANY OF SEATTLE
JOSEPH BLETHEN.....President and General Manager
C. B. BLETHEN.....Editor and Publisher

Editorial Page of T

PUPILS MUST STUDY—BU

NO REASONABLE OBJECTION can be raised to the demand of the Seattle school authorities that students in the High Schools should pass in three out of four subjects in each semester.

The courses of study in these institutions are not notably difficult.

Moreover, it is rare to fin ders. The High School student relaxation. But the comparat must not be inverted.

Nothing must be allowed for which High Schools and co

Daily, three months, by mail, in advance .....
Daily, one month, by mail, in advance ....
Towns outside of Spokane, through agents, pe 15c; city subscribers, by carrier payable weekly.
Weekly Chronicle, six months in advance. 5 year, in advance, $1 00.

The Tucson Citizen

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UNITED PRESS LEASED WIRE SUNDAY MORNING
Member
AMERICAN NEWSPAPER PUBLISHERS' ASSOCIATION
AUDIT BUREAU OF CIRCULATION
ARIZONA DAILY NEWSPAPER ASSOCIATION

Published every week-day evening and Sunday morning at Tuc Arizona, by The Citizen Publishing Company. Address all communicati to The Tucson Citizen, Citizen Building. Entered as second class ma October 10, 1902, at the postoffice at Tucson, Arizona, under act of Ma 8, 1879.

The Associated Press is exclusively entitled to the use of republicat of all news dispatches credited to it or not otherwise credited in this pa and also the local news published herein.

SUPPORT THE HIGH SCHOOL

SUPT. C. T. ROSE of the Tucson schools, in today's Citizen, states definitely just what his views are as to the construction and uses of the proposed new high school for Tucson.

In promising the readers of The Citizen on Thursday that such a statement would be submitted to them today, through The Citizen by Mr. Rose, we said:

"We prophesy his state of mind in advance of Sunday far enough to assert that ... money is going to be spent

MAIL SUBSCRIPTION RATES.
Evening News, per year $6.00
Evening News, one month ..... .50

Entered August 18, 1873, at the Postoffice at Buffalo N. Y., as second-class matter under the act of March 3, 1879

SCHOOLMASTERS AND ASHMEN.

The council has lost no time in taking full advantage of the decision of the Court of Appeals in the Buffalo school case It went so far at yesterday's meeting, when the budget was adopted, as to fix the salaries of employes of the department of education, this despite the objection of Commissioner Graves.

Salary increases were proposed fe several workers in the public scho in recognition of long and faithfu service The high ground of th commissioners' endeavor was pe

Wichita Daily Eagle

Editor-in-Chief ..... VICTOR MURDOCK
Editor .....CHARLES G DRISCOLL
Managing Editor.....J B DOZ
Publisher .....M M MURDOCK
Founded in 1872 by Marshall M Murdock
Published by the Victoria Murdock Estate
Largest circulation in Wichita in Sedgwick county and larger in its entire field than any other daily newspaper published in Kansas Circulation guarantee established by regular statements in Audit Bureau of Circulations
Entered at the postoffice in Wichita Kansas for transportation through the mail as second-class matter
The Wichita Eagle, Daily and Sunday ... by mail outside of Wichita $1 00 for three months $2 50 for one year : Wichita by carrier 15 cents a week single copies week days three cents. Sundays five cents
MAIL SUBSCRIBERS—Please see date on the yellow label on your paper Sunday and remittance for renewal at least a week before date of expiration in order

TO SPEAK WELL.

Educational devices, like almost everything else, are a matter of development. They do not come into being full-grown; nor do they attain a state of perfection overnight. There are devices that can be rejected at once because they do not meet the demands, and there are others which with a little readjustment may be made to work with great success.

To the latter class belong the various forms of school ...

CHILDREN'S MORALS.

One of The Journal's correspondents enters a plea for vigorous and downright moral instruction in the schools. The laws of right and wrong, says the correspondent, should be brought home as laws, not as candied ideals for a possible moral sweet-tooth. Tell tales which point to a principle, chalk downright maxims on the blackboard for memorizing, and when children come forward with honest problems meet them openly Our fear of being regarded as moralistic sissies has resulted in the sissification of our moral fibre. Puritans may have been dour, but at least they were men

Long ago Plato, who was an observer of life as a philosopher ...

FINISH IT

The Roosevelt intermediate school, largest and handsomest of Wichita's public school buildings, is about half finished, and work upon it has been abandoned. The building is badly

BOISE SCHOOLS

The Statesman publishes at the request of correspondent figures that deal with actual and proposed expenditures of the Boise school district. They were given by the president of the school board and are as follows:

For year ending June 30, 1919 ....$233,201.25
For year ending June 30, 1920 .....$424,492.35
Estimate for year ending June 30 1921 ...$...

ALL HONOR TO NEAR CHAMPS.

Rockford never sent a team to the state high school basketball tournament which fought harder for the championship than the squad which battled so valiantly with their old time foe, the Marion five, at Urbana Saturday night and then only lost first honors by a whisker in the final quarter of the championship g

THE DAILY REPORTER

White Plains Daily Record and White Plains Daily Ar
Official City and County Newspaper

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—THE—
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White Plains, N. Y., Thursday, February 24, 1921

SCHOOLS

The people of this city are faced by a fact that needs to be met with serious consideration on the part of everyone It exists in the public schools.

According to Superintendent of Schools Lumbard there are now 1800 children on part time. More than one third the total of school children in the city! Nearly one-half the boys and girls of White Plains receiving their education in a haphazard sort of way, due to the fact ...

CUT SCHOOL EXPENSES LAST!

THE TIMES WARMLY COMMENDS the drastic retrenchment program advocated before the state House yesterday by Speaker E. H. Goie—but demands that this retrenchment shall not be at the expense of the school children of Washington.

Cut, by all means, and in every possible direction!

The public demands vigorous action. The necessities of the taxpayers of Washington command it.

As Mr Goie significantly declared: "If this Republican Legislature fails to curb the useless increasing state indebtedness and the consequent tax burden, it would be well had we never convened."

There is only one inference to be drawn from this ...

Spokane Can Not Afford to Make Her Schools W

With the defeat of the school code, S schools are facing a teacher famine for the 1922 term, according to the report of sch ficials.

EDITORIA

OUR CHILDREN MUST NOT LO THEIR HERIT

NO CONSIDERATION o omy can or will just drastic curtailment of tional appropriations being upon the state Legislature.

THE SCHOOLS RE

Elkins' most important opens its doors again today there has been no depres school system. The plant i cient today than it ever was It had a larger or more effi utive and operating staff.

TO FIND THE RIGH

The conditions out of so-called part-time co school has grown are valid and serious to mak of school a real need every community. It more than ever essentia boys and girls, when th work, should be helped selection of the work training for it by som organized guidance.

There is in the life o vidual little else that is portant than the findi right job, the work for is qualified. Not a tragedies of middle an which come to light.

Intelle

THE chief defect excess of instruc in, but we do no but we do not may take them or leave they are useless in the

SCHOOL MATTERS DISCUSSED IN THE EDITORIAL COLUMN

CHAPTER III

SCHOOL NEWS FROM THE EDITOR'S VIEWPOINT

GENERAL STATEMENTS

From a study of the material contained in Chapter III, the following conclusions have been drawn.

School items have real news value to the daily press.

School systems are cooperating to some extent with newspapers in the collection of school news.

A large amount of school news is being collected by newspapers independently of the school organization.

To a considerable extent, school reporters are furnishing school news to the newspapers.

The type of school news published in the daily newspaper is to some extent determined by the size of the city.

School pages and school columns are not common types of school news.

Special feature articles, high school notes, elementary school notes, and Parent-Teacher Association notes are the most common types of school news.

Public school athletic news is given undue emphasis in the daily press.

The best type of school news is that which has news value in itself.

School news should not in general be placed in departments. It should take "the run of the paper" and compete with other news for position.

In general, newspaper editors do not approve of charts and graphs in school news.

The use of illustrations in connection with school news is influenced in large newspapers by the amount of space available, and in small newspapers by the expense entailed.

Newspaper editors evidently desire the cooperation of school officials in the publication of school news. They believe in it and are willing to print more school news of the right sort.

In general, school people have not learned the technique of newspaper writing. They do not recognize the elements which make for news interest. Their writing style is not suited to the newspaper. They do not know how to prepare copy properly. They do not col-

lect news systematically nor deliver it promptly. There is a very definite body of rules and suggestions for the proper preparation of newspaper copy.

The person responsible for preparing school news for the daily newspaper should adopt a friendly, cooperative, working basis with the newspaper organization. He should make himself familiar with the style and practices of the particular newspaper for which he is writing. He should perfect himself in the elements of news preparation as listed in the paragraph above.

Newspaper editors in general are without question interested in school news. They are sympathetic toward public school systems. They are willing to meet the school people more than half way in putting before the public information relative to the public schools.

The general summary and conclusions given above are based on the information submitted by 98 editors representing 40 different states.

MATERIAL COLLECTED AND METHOD USED

How the Editor's Viewpoint Was Secured.

A question sheet was sent out to the editors of 200 daily newspapers. These newspapers represented every state in the Union, and were proportionately distributed among the three population groups mentioned in the previous chapter. Replies were received from 98 editors, approximately 50%. The editors replying were located in 40 different states, and fairly represent all three population groups. A list of the newspapers cooperating is given in the Appendix, Table B. A large number of personal letters was received in connection with the returned question sheets. In practically every case the information given was signed by the editor himself.

A conscientious attempt has been made to report the opinions of the editors exactly as they were given. Wherever possible, their very words have been quoted. The cooperation and keen interest which the editors of these representative newspapers have shown in the subject of the study, have made it possible to present an authoritative body of fact and opinion, representing the thought of those who are responsible for the conduct of the daily paper.

The question sheet sent to the editors is reproduced as Form 3, page 37. From it the exact wording of the questions can be determined.

Note: All tables are numbered or lettered in such a way as to refer to that portion of the question sheet upon which they are based. For example, in Table III, the Roman numeral I at the left side of the table and the Arabic numerals 1–2–3–4–5–6, at the head of the columns, indicate that this table is based on the Question Sheet sent to the Editors, questions I, 1, 2, 3, 4, 5, 6. This method of designation will enable the reader, in the case of all tables, to identify the exact words in which the information tabulated was requested.

DETAILED FACTS AND CONCLUSIONS

Specific Conclusions Based on the Reports of 98 Editors

How Newspapers Collect School News.

1. The most common method used by newspapers in collecting school news is the assigning of a reporter to cover the school system. Table III, page 38 shows that 39% of the newspapers use this service daily, and that 19% use it irregularly. A larger percentage of newspapers in Group II use this method.

2. The second common method used by newspapers in collecting school news is the employing of paid student reporters. Table III shows that 17% of the newspapers use this service daily and that 32% use it irregularly or at intervals which were not specified. It is used most commonly by newspapers in cities of Group II.

3. The superintendent of schools is the third most important source of school news to the newspapers. Table III shows that 49% of the newspapers are furnished news by the superintendent of schools. In most cases this news is furnished irregularly. Newspapers in cities of Groups II and III more commonly receive news from the superintendent than those in cities of Group I.

4. Paid teacher reporters are very little used by newspapers. Table III shows that only 2% of the newspapers use this service.

5. Few newspapers employ an educational editor. Table III shows that only 10% of all newspapers employ one. Most educational editors are found with newspapers in cities of Group I.

6. About half of all newspapers receive news from individual schools. Table III shows that 46% of the newspapers reporting get school news from this source. Practically all of it is furnished irregularly.

7. In most cases the newspaper depends upon definite reporters and paid student reporters for daily news service. Table III shows that only 3% of the newspapers get school news daily from the superintendent.

8. Newspapers evidently do not believe in collecting school news weekly or monthly. Table III plainly indicates this fact.

9. Newspapers collect a large part of their school news irregularly. Table III shows that 19% of the newspapers assign reporters to school news irregularly and that 31% of the newspapers get school news from the superintendent irregularly. The figures in Table III under the heading "Service Unspecified" should probably be included under "Irregularly".

10. About one half of the school systems are making little or no effort to furnish school news to the newspaper. Table III shows that 45% of the superintendents and that 46% of the individual schools furnish no school news to the newspaper.

11. The size of the city evidently has little effect upon the method of collecting school news, with the following exceptions: Newspapers in cities of Group I use the least number of student reporters. Newspapers in cities of Group I employ most of the educational editors.

Specific Conclusions Based on the Reports of 98 Editors

The Types of School News Found in Daily Newspapers.

1. The school page is not a common type of school news. Table IV, page 39 shows that only 12% of the newspapers use this type. Newspapers in cities of Group I use it most commonly.

2. The school column is not a common type of school news. Table IV shows that only 14% of the newspapers publish this type. The daily publication of the school column is most common in newspapers of cities in Group I. It is published in only 4% of all newspapers.

3. Special feature articles are used by about one half of the newspapers as a type of school news. This type is reported about equally often by newspapers in cities of all three groups. The most common practice is to publish these articles irregularly.

4. More newspapers report the use of high school notes than any other type of school news. Table IV shows that 70% of all newspapers publish this type of school news. The most common practice is to publish it daily or irregularly. Newspapers in cities of Group II lead in the daily publication of school notes. Newspapers in cities of Group III lead in the irregular publication of school notes.

5. Elementary school notes are reported by about one half of the newspapers as a type of school news used. Table IV shows that the largest percentage of all newspapers publish this type irregularly. Newspapers in cities of Group II lead in the daily publication of elementary school notes. Newspapers in cities of Group III lead in the irregular publication of elementary school notes.

6. Public school athletic news is featured as a department by about one half of the newspapers. Table IV shows that newspapers in cities of the three groups vary little in the number of times which they report this type used.

7. Parent-Teacher Association notes are used by about one half of the newspapers as a type of school news. Table IV shows that newspapers in cities of the three groups vary little in the number of times they report this type of school news. The most common practice is to publish Parent-Teacher Association notes daily or irregularly.

8. On the whole school news appears in the daily newspaper either daily or irregularly. Table IV shows that very little school news is published weekly with the exception of the school page and high school notes, that practically no school news is published monthly, and that there is practically an equal division between daily publications and publication irregularly.

Specific Conclusions Based on the Reports of 98 Editors

The Proper Position of School News in the Daily Newspaper.

1. The proper position of school news in the daily newspaper is wherever its news value warrants. In newspaper parlance, it should take "the run of the paper".

2. In the opinion of newspaper editors, departments in the daily newspaper are undesirable and are fast going out of use.

From the replies received in answer to the question "What is the proper position of school news in the daily newspaper?" there is no doubt but that the majority of newspaper editors are unfavorable to special departments. Their arguments against such special departments are these: They are expensive to maintain; they interfere with the make up of the paper; and, last, they are not effective. So far as school news is concerned, the editors expressed the opinion that no one reads a school department in the newspaper unless he is already interested in the schools. As one editor expressed it: "You don't want to fish for those that you've already hooked".

The editors were nearly unanimous in the opinion that school news should compete with all other news for space and position. If it is of first page news value, then it should go on the first page. On the other hand, to quote again, "If it is of no value, as is so often the case, it should go into the waste basket". The position of school news is presented in Table V, page 40.

Specific Conclusions Based on the Reports of 98 Editors

The Value of Illustrations to School News in the Daily Newspaper.

1. Many editors believe that illustrations are of no value to school news. About one third of the editors of newspapers in cities of Groups I and II and about one half of the editors in Group III assign no value to illustrations.

2. The item of expense enters into the matter of illustrations. From the letters received it is evident that in the smaller cities of Group III the item of expense influences the opinion expressed as to the value of illustrations.

3. Some editors are of the opinion that the school system should furnish the cuts for illustrations.

4. The editors frequently stated that illustrations of persons or of action are much more valuable than illustrations of buildings, grounds, etc.

5. Probably the keen competition for space in large newspapers, and the item of expense in small newspapers, influence the prevailing opinion as shown in Table VI, page 40 that illustrations are of little or no value to school news in the daily newspaper.

Specific Conclusions Based on the Reports of 98 Editors

The Value of Charts and Graphs to School News in the Daily Newspaper.

1. In general, newspaper editors do not believe that charts and graphs are of much value to school news in the daily newspaper. Table VII, page 41 shows that editors of newspapers in cities of the three groups agree very closely in this opinion. About 5% of the editors characterize charts and graphs as actually harmful to school news. Approximately 70% assign to them little or no value. About one-fourth of the editors consider that they have some value.

2. In letters received from the editors, the opinion was expressed that charts and graphs are adapted to specially trained readers, but that the average reader pays no attention to them. This opinion may be due to the

kind of charts and graphs which have been submitted to newspapers. If, however, simple charts or graphs which contain the elements of the picture in them were used, perhaps they would appeal to the general newspaper reading public. The average newspaper editor has probably had little experience with this type of graphic representation. His very definite opinion, therefore, may be biased.

Specific Conclusions Based on the Report of 98 Editors

The Demand for School News by Daily Newspapers.

1. Newspapers would use more school news if it were furnished to them properly prepared. Table VIII, page 41 shows that 77% of the newspaper editors definitely stated that they would use more news of this sort. Only 6% submitted no answer.

2. Newspapers in cities of Groups II and III are evidently more desirous of school news than those in cities of Group I. This is plainly indicated in Table VIII. No doubt the stronger competition for space in newspapers of the larger cities causes less demand for school news.

3. In many of their letters, editors expressed regret that school systems were not cooperating with newspapers in furnishing school news to the public.

4. The majority of editors expressed their belief in the news value of school matters and in the desire of the newspaper reading public to get this kind of news.

5. Many editors expressed the opinion that only by intelligently informing the public of school matters through the daily press can school officials hope to get proper financial support for the public schools.

The Preparation of School News for the Daily Newspaper.

On the question sheet sent to the editors, they were asked, first, to list some of the common faults of news copy furnished by school people, and, secondly, to state five or six rules or suggestions which will be of benefit to school people in preparing news for the press. The large number of replies received in answer to these questions, indicates the interest which the editors took in the study, and their willingness to assist in the problem of preparing school news for publication. The replies to both questions were carefully noted and classified together under certain main headings. As far as possible, the exact words of the editors have been quoted. This compilation needs no comment except to emphasize the fact that, coming from a large number of representative newspaper editors, it presents to the

school administrator a body of rules and suggestions which will be of great value in the preparation of school news for the daily newspaper. The experience and newspaper practice which lie behind these rules and suggestions give to them unusual weight.

RULES AND SUGGESTIONS FOR THE PREPARATION OF SCHOOL NEWS IN DAILY NEWSPAPERS

From the Reports of 98 Newspaper Editors

III–2

Rules for Preparing School News.

1. SUBJECT MATTER.

(a) "Write news, not propaganda—news is something happening, an event of some sort, not an argument to prove or disprove some theory or proposition."

"Give information rather than advice or instruction."

(b) Be accurate, truthful, meticulously exact as to facts, names, and details.

(c) Write news for the public and not for the purpose of personal exploitation.

(d) Names have great news value.

"A story about an individual is always better than group facts."

(e) "Eliminate favoritism and personalities in preparing articles."

(f) "Eliminate inconsequential details, trivial happenings, commonplaces in general."

"Don't overemphasize nonessentials."

(g) "Run in a humorous phrase when it doesn't hurt anybody and when it does not spoil the text."

(h) "Make the story appeal to the average reader—more human stuff."

(i) "News should be written from the standpoint of the public, not from the standpoint of the school."

(j) "In general avoid submitting the achievements of precocious children unless the newspaper invites such contributions. Remember that every parent imagines his child to be a marvel."

(k) "Give the news about exceptional pupils, the latest experiments in education, and the like."

2. NEWSPAPER STYLE.

Rules for Preparing School News.

(a) "Study the style of the newspaper and follow it."
"Make every contribution interesting by employing newspaper rather than literary diction."
"Write news, not literature."

(b) "Use news style as distinct from editorial style."
"Avoid the expression of opinion—merely recite what happened without interpreting what it means."
"Do not usurp editorial prerogatives by calling the attention of the public to school needs. Acquaint the editor with such needs and let him do the crusading."
"News is not editorial discussion."
"Give facts, not opinions."
"Get away from the academic."
"Get out of the idea of 'we' and 'our'."

(c) Use a simple style.
"Keep away from the technical and get down to simple terms."
"Avoid attempts at 'fine writing'."
"Use more American and less English."
"Be concise."
"Write clearly and to the point."
"Use short words instead of long ones."
"Avoid the use of too many adjectives."
"Use fewer capital letter."
"Don't be flamboyant."
"The public does not want 'fancy work' in news—just a simple statement of facts."
"Do not write in an ornate or didactic style—make it snappy."

(d) Be brief.
"Make it short."
"Make it brief and snappy."
"Don't use too many words to say little."
"Don't be verbose."

(e) "Get the main fact into the first paragraph."
"Get the gist of the story into the 'lead' and avoid mistaken headlines."
"Write the story in the first paragraph and let the details follow."
"State principal facts first."

(f) Avoid repetition.

Rules for Preparing School News.

3. NEWS SENSE AND NEWS INTEREST

(a) "Develop a news sense and a sense for 'human interest' stories."
"Learn to spot 'news' when seen or heard."
"Learn what live news is and stick to it. The public can't be interested by long drawn out essays."
"It is the unusual that makes news."
"Realize the value of the news feature article."
"In writing news items, feature the unusual."
"Stress the strange, the odd, the unusual."
"Write about those things only which actually possess the elements of general interest."
"Learn to see the 'story' in the news."
"Regular routine matters do not interest readers."
"Keep the paper informed of all innovations."

4. THE COLLECTION OF SCHOOL NEWS

(a) "Establish a publicity department that will act as a clearing house for the school news of the entire system."
"Organize publicity within the school system and prevent much school news of interest from being lost."
"A press publicity department for schools in every city would be a grand institution."

(b) "Assign to one teacher in each school the collection and preparation of school news. Have it turned in to some central office where it will be available daily to the press."
"Make somebody in each school responsible for the news of that school."
"Have each room appoint a press agent."
"Have teachers direct the writing of school news by pupils and give them school credits for work produced."
"The Board of Education should make it compulsory for some one in each school to send daily to the newspaper or to the superintendent a news digest."

(c) "Engage a skilful newspaper photographer to supply pictures for school news."

(d) Collect news systematically—not hit or miss.

Rules for Preparing School News.

(e) Cooperate with the newspaper organization.

"Remember that the newspaper is willing to cooperate but expects cooperation."

"Remember that a newspaper must pay its way, and don't expect too much space."

"Don't suppress news just because it seems to reflect against the schools. Such action turns cooperation into a scrap between the editor and the school authorities for the news."

"Keep in close touch with editor and reporters. They will appreciate being called on the phone and told of anything that looks like news."

"Gauge your contribution by the size of the paper and the space allowed other public activities of a local nature."

"Welcome representatives of the press, deal with them frankly, and tell them the truth."

"Don't be backward about calling the attention of the press to the schools."

"Establish cordial relations with the press."

"Don't find fault and criticize when the editor finds it necessary to alter or change news."

"Keep in mind that newspapers have to be edited in the newspaper office."

"When school people acquire a liking for the aroma of printer's ink, school news will cease to be a fizzle and tax payers will stop kicking at school appropriations."

"Don't be partial to one newspaper in the community. Use them all alike."

5. THE DELIVERY OF SCHOOL NEWS.

(a) Get school news in on time.

"Deliver the news promptly."

"Give news as far in advance as possible."

"Announcements are worth more than reports both to school and newspaper."

"Get news in the day it happens if possible. Dailies like fresh stuff."

"Don't let news get cold."

"Don't let news become ancient history."

"News value depends largely upon recency of happening."

Rules for Preparing School News.

(b) The use of the phone for transmitting news tends toward inaccuracy.

6. THE MECHANICS OF SCHOOL NEWS COPY.

(a) "Use paper for copy 8½ by 6½ with lines running the long way. The size of the linotype keyboard determines this, not the whim of the editor."

(b) Use one side of the paper only.

(c) Typewrite all copy or write it clearly.
"Submit clean copy."

(d) Double space or triple space your copy. This is a great benefit to the editor.

(e) Don't write the headline.
"Leave one third of your title page blank for the use of the newspaper headline writer."
"Headline writing is a technical newspaper function."
"Don't disgust the editor by writing the headline for him."
"Material for a headline should be found in the first paragraph or 'lead' of copy."

(f) "If a name is spelled in a peculiar manner, write 'correct' after it."

(g) "Use as few capitals as possible."

FORM 3.

QUESTION SHEET SENT TO NEWSPAPER EDITORS

IMPORTANT—I have WORKED on This Form to make the ANSWERING OF IT AS LITTLE WORK FOR YOU AS TO YOU. POSSIBLE.

IMPORTANT—The answers to these questions should deal ONLY WITH THE SCHOOL NEWS OF YOUR LOCAL PUB- TO ME LIC SCHOOL SYSTEM.

NAME OF NEWSPAPER.....CITY.....STATE.....

Please Answer By Checking In the Circles.

	Yes	*No*	*Daily*	*Weekly*	*Monthly*	*Irregularly*
1. Do you assign DEFINITE REPORTERS to cover LOCAL SCHOOL NEWS?.....	○	○	○	○	○	○
2. Is there an EDUCATIONAL EDITOR ON THE STAFF of your Paper?.....	○	○	○	○	○	○
3. Do you employ PAID LOCAL TEACHER REPORTERS to furnish School News?.....	○	○	○	○	○	○
4. Do you employ PAID LOCAL STUDENT REPORTERS to furnish School News?.....	○	○	○	○	○	○
5. Does the SUPERINTENDENT OF SCHOOLS furnish you PREPARED SCHOOL NEWS TO PUBLISH?.....	○	○	○	○	○	○
6. Do INDIVIDUAL SCHOOLS furnish you PREPARED SCHOOL NEWS FOR PUBLICATION?.....	○	○	○	○	○	○
7. Would you use MORE SCHOOL NEWS IF IT WERE FURNISHED TO YOU PROPERLY PREPARED?.....	○	○	○	○	○	○

II. *Please Check In The Squares The Departments Which Are Found In Your Paper.*

	Daily	*Weekly*	*Monthly*	*Irregularly*
1. A SCHOOL PAGE devoted mainly to the News of your LOCAL SCHOOL SYSTEM?.....				
2. A SCHOOL COLUMN devoted mainly to the News of your LOCAL SCHOOL SYSTEM?.....				
3. SPECIAL FEATURE NEWS ARTICLE dealing with some phase of the LOCAL SCHOOL SYSTEM?.....				
4. Space devoted to LOCAL HIGH SCHOOL NOTES or NEWS?.....				
5. Space devoted to LOCAL ELEMENTARY SCHOOL NOTES or NEWS?.....				
6. A DEPARTMENT devoted to LOCAL PUBLIC SCHOOL ATHLETICS?.....				
7. SPACE DEVOTED to LOCAL PARENT-TEACHER NOTES or NEWS?.....				
8. A PAGE, COLUMN or DEPARTMENT CONTRIBUTED by the SCHOOL CHILDREN OF THE SYSTEM?				
9.				

III. *Please answer the following questions ON THE BACK OF THIS SHEET.*

1. List some of the MOST COMMON FAULTS of News Copy as furnished to you by School people.
2. State five or six rules or suggestions which, in your opinion, will be of benefit to School People in preparing School News for the Public Press.
3. Where, in your opinion, is the proper position of School News in your paper?
4. What, in your opinion, is the value of illustrations in Public School Publicity in Newspapers?
5. Do you think that CHARTS and GRAPHS if made SIMPLE help or harm Educational Articles in NEWSPAPERS?

SIGNED

....

(NAME) (OFFICIAL POSITION)

TABLE III.

HOW DAILY NEWSPAPER ORGANIZATIONS COLLECT SCHOOL NEWS

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

I		1	2	3	4	5	6
		Definite Reporters Cover School News	*Paper Has Educa-tional Editor*	*Teacher Reporters Employed*	*Student Reporters Employed*	*Super-intendent Furnishes School News*	*Indi-vidual Schools Furnish News*
		%	%	%	%	%	%
SERVICE RENDERED DAILY							
Number of Cities	*Population*						
25	Over 100,000	40	8	—	8	4	—
32	30,000 to 100,000	50	3	—	31	3	—
41	Less than 30,000	29	2	2	12	2	2
ALL 98 CITIES		39	4	1	17	3	1
SERVICE RENDERED WEEKLY							
Number of Cities	*Population*						
25	Over 100,000	4	—	—	—	—	—
32	30,000 to 100,000	3	—	—	—	—	3
41	Less than 30,000	—	—	—	—	—	2
ALL 98 CITIES		2	—	—	—	—	2
SERVICE RENDERED MONTHLY							
Number of Cities	*Population*						
25	Over 100,000	—	—	—	—	—	—
32	30,000 to 100,000	—	—	—	—	—	—
41	Less than 30,000	—	—	—	—	2	2
ALL 98 CITIES		—	—	—	—	1	1
SERVICE RENDERED IRREGULARLY							
Number of Cities	*Population*						
25	Over 100,000	16	—	—	4	24	28
32	30,000 to 100,000	12	—	—	6	38	41
41	Less than 30,000	27	—	—	2	30	26
ALL 98 CITIES		19	—	—	4	31	32
SERVICE UNSPECIFIED							
Number of Cities	*Population*						
25	Over 100,000	8	12	—	20	8	12
32	30,000 to 100,000	13	3	—	25	9	3
41	Less than 30,000	5	5	2	34	22	17
ALL 98 CITIES		8	6	1	28	14	11
SERVICE RENDERED NOT AT ALL							
Number of Cities	*Population*						
25	Over 100,000	16	64	84	56	52	44
32	30,000 to 100,000	19	94	94	38	47	50
41	Less than 30,000	34	88	86	47	39	43
ALL 98 CITIES		25	84	88	46	45	46
NO ANSWER GIVEN							
Number of Cities	*Population*						
25	Over 100,000	16	16	16	12	12	16
32	30,000 to 100,000	3	—	6	—	3	3
41	Less than 30,000	5	5	10	5	5	5
ALL 98 CITIES		7	6	10	5	6	7

Read the table as follows: Of 25 newspapers in cities over 100,000 in population, 40% assign definite reporters to cover school news daily; 8% have the service of an educational editor daily; etc.

TABLE IV.

TYPES OF SCHOOL NEWS FOUND IN DAILY NEWSPAPERS

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

II		1	2	3	4	5	6	7	8
		School Page	*School Column*	*Special Feature Articles*	*High School Notes*	*Elementary School Notes*	*Athletic Department*	*Parent-Teacher Association*	*Page or Column Contributed by Children*
		%	%	%	%	%	%	%	%
Service Rendered Daily									
Number Cities	*Population*								
25	Over 100,000	—	8	8	12	12	16	24	4
32	30,000 to 100,000	—	3	9	47	22	38	38	—
41	Less than 30,000	—	2	—	20	5	12	12	—
All 98 Cities		—	4	5	26	12	22	24	1
Service Rendered Weekly									
Number Cities	*Population*								
25	Over 100,000	20	4	—	12	8	—	8	8
32	30,000 to 100,000	6	—	3	3	3	—	—	—
41	Less than 30,000	2	7	2	15	—	2	2	2
All 98 Cities		8	4	2	10	3	1	3	3
Service Rendered Monthly									
Number Cities	*Population*								
25	Over 100,000	—	—	—	—	—	—	—	—
32	30,000 to 100,000	—	—	—	—	—	—	—	—
41	Less than 30,000	—	—	—	—	—	—	5	—
All 98 Cities		—	—	—	—	—	—	2	—
Service Rendered Irregularly									
Number Cities	*Population*								
25	Over 100,000	4	—	36	24	16	20	24	—
32	30,000 to 100,000	—	6	41	16	18	—	12	9
41	Less than 30,000	7	9	47	44	36	30	30	2
All 98 Cities		4	6	42	30	26	17	22	4
Service Unspecified									
Number Cities	*Population*								
25	Over 100,000	—	—	—	4	4	16	4	—
32	30,000 to 100,000	—	—	—	6	9	32	13	—
41	Less than 30,000	—	—	—	2	5	5	2	—
All 98 Cities		—	—	—	4	6	13	6	—
Service Rendered Not At All									
Number Cities	*Population*								
25	Over 100,000	16	16	8	8	4	8	4	12
32	30,000 to 100,000	6	3	—	—	—	—	3	6
41	Less than 30,000	10	7	2	—	—	2	—	7
All 98 Cities		10	8	3	2	1	3	2	8
No Answer Given									
Number Cities	*Population*								
25	Over 100,000	60	72	48	40	56	40	36	76
32	30,000 to 100,000	88	88	47	28	47	40	34	85
41	Less than 30,000	81	74	49	19	54	49	49	88
All 98 Cities		78	78	48	28	52	44	41	84

Read the table as follows: Of 25 newspapers in cities of 100,000 and over, 8% publish a school column daily; 8% publish special feature articles daily; etc.

TABLE V.

THE PROPER POSITION OF SCHOOL NEWS IN THE DAILY NEWSPAPER

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III–3		*Run of Paper*	*Fixed Position*	*Regular Department*	*Uncertain*	*No Answer*
Number of Cities	*Population*	%	%	%	%	%
25	Over 10,0000	60	4	4	4	28
32	30,000 to 100,000	72	—	3	3	22
41	Less than 30,000	34	10	8	2	46
ALL 98 CITIES		53	5	5	3	34

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 60% report that the proper position for school news is the "run of the paper"; 4%, that school news should have some fixed position; 4%, that school news should be placed in a regular school department, etc.

TABLE VI.

THE VALUE OF ILLUSTRATIONS TO SCHOOL NEWS IN THE DAILY NEWSPAPER

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III–4		*Of Great Value*	*Of Some Value*	*Of Little Value*	*Of No Value*	*Too Expensive*
Number of Cities	*Population*	%	%	%	%	%
25	Over 100,000	28	36	4	32	—
32	30,000 to 100,000	28	41	3	28	—
41	Less than 30,000	5	29	2	54	10
ALL 98 CITIES		18	35	3	40	4

Read the table as follows: Of 25 newspaper editors in cities of 100,000 population and over, 28% consider illustrations of great value to school news; 36% consider illustrations of some value; etc.

TABLE VII.

THE VALUE OF CHARTS AND GRAPHS TO SCHOOL NEWS IN THE DAILY NEWSPAPER

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

III–5		*Of Some Value*	*Of Little Value*	*Of Questionable Value*	*Of No Value*	*Harmful*
Number of Cities	*Population*	%	%	%	%	%
25	Over 100,000	24	8	4	64	—
32	30,000 to 100,000	25	6	10	56	3
41	Less than 30,000	27	—	7	56	10
ALL 98 CITIES		26	4	7	58	5

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 24% consider charts and graphs of some value to school news; 8% consider charts and graphs of little value; etc.

TABLE VIII.

THE DEMAND FOR SCHOOL NEWS BY DAILY NEWSPAPERS

FROM THE REPORTS OF 98 NEWSPAPER EDITORS

I–7		*Yes*	*No*	*Questionable*	*No Answer*
Number of Cities	*Population*	%	%	%	%
25	Over 100,000	64	20	4	12
32	30,000 to 100,000	81	13	—	6
41	Less than 30,000	80	15	2	2
ALL 98 CITIES		77	15	2	6

Read the table as follows: Of 25 newspaper editors in cities of 100,000 and over, 64% would use more school news if furnished to them properly prepared; 20% would not; 4% are not sure; and 12% gave no answer.

OUR HIGH SCHOOL AND THE COMMUNITY

The Decatur high school has 1500 students. Fifteen hundred other boys and girls in the grades are on their way to the high school, a total of 3,000, one for every fifteen people. Of the 7,700 pupils in the public schools one out of every five is a high school student.

PARENTS AND PUPILS.

The 3,000 parents whose children are in the high school are directly concerned in all that the school is doing. Another 3,000 parents of prospective high school students should be keenly interested in what the school can do for their children and how it does it.

The school is therefore of direct, immediate personal concern to 6,000 parents and 3,000 pupils.

ALL THE PEOPLE INTERESTED.

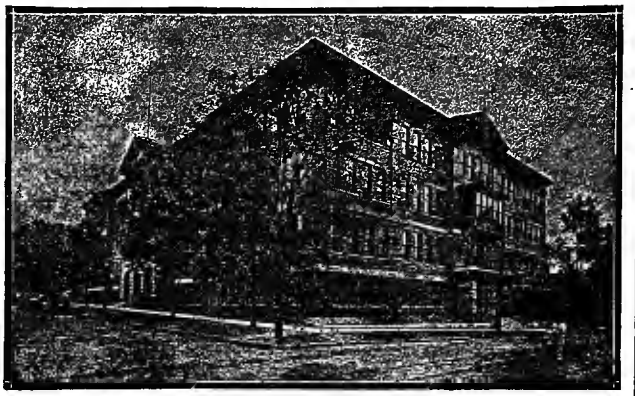
The high school students come from every section of the city, from every walk of life. No other institution is as large or so fully representative of the entire people. No other institution is so democratic. Rich and poor enter the school together, work side by side, strive for the same ideals and graduate with the same honors. Nobody can doubt that the association is equally wholesome for both rich and poor.

ASSET TO EVERY CITIZEN.

These students are getting a liberal education which is equal to the college education of a generation ago. It is open and free to every child in the city and within the reach of every one. This high school training without question is a tremendous asset to students. It increases their earning power, their influence in the community and their happiness through life. Last but not least this training makes them better and more useful citizens.

It is this which makes the high school a thing of concrete value to every citizen of Decatur if he has not and never will have a child in the school.

THE UNIVERSITY OF THE CITY OF DECATUR



Decatur High School Building

President H. M. Owen soon after becoming a member of the board of education was visiting the high school to become more intimately acquainted with it. As he saw the various departments in operation and the magnitude of the school and its work began to dawn upon him he exclaimed in a voice of amazement:

"Why you have here a young university."

An educator himself and interested in educational work Mr. Owen no doubt thought that he knew the high school as well as any other man not directly connected with the school. His amazed exclamation betrayed the fact that until that moment he had barely a glimmering of comprehension of it.

One of the brightest advertisements to Decatur not long ago had occasion to visit the high school from which he had graduated some years previously. He was shown about by his old English teacher who pointed out this and that department of whose existence he had not dreamed. The farther he went the greater was his astonishment which finally found expression in these words:

"Why, this school has never been sold to Decatur."

That is our excuse for this edition. It was exceptionally well informed men with exceptional reasons for knowing the school frankly confess themselves uninformed of the Decatur high school there must be many others.

Herewith a few of the many activities of the school are illustrated in a home to help "sell" the Decatur high school to Decatur.

Might Save $60,000 a Year; Whose Children Shall It Be?

In 1906-07 there were 5089 pupils enrolled in the Decatur public schools, 641 or 12.7 percent of them in the high school.

In 1920-21 there were 8207 pupils enrolled in the schools and 1671 or 19 per cent of them in the high school.

TOO MANY THEN OR NOW.

On the basis of the 1906-7 enrollment the high school in 1920-21 should have an enrollment of 1042 students. There has been an actual increase of 971 students and a gain over the 1906 basis of representation of 572 students.

Did the high school have too few students in 1906-7 or too many in 1920-21? It is a pertinent and vital question. The high school is the most expensive plant in the operation that we have in the Decatur school system. If there are too many students taking advantage of the opportunities which it offers some would of course be taken to reduce the number.

SAVE $60,000.

By sloughing off 500 students the district can save from $60,000 to $70,000 a year. It will be an easy matter to get rid of the students. If some of the subjects which attract students to the school are eliminated the students will remove themselves from the school. But there is certain to be a serious difference of opinion as to what particular 500 students shall be removed.

GIRLS THAT MAKE OWN CLOTHES

Home Making Learned in High School.

These girls can and do make their own clothes in the gingham house dresses or fluffy party gowns.

Along with their history and English and science and mathematics they are learning and the art of home-making. The Household Arts course trains a girl to design and make a dress, a hat and household furnishings. The girls not only make their own clothes but sometimes those of other members of the family.

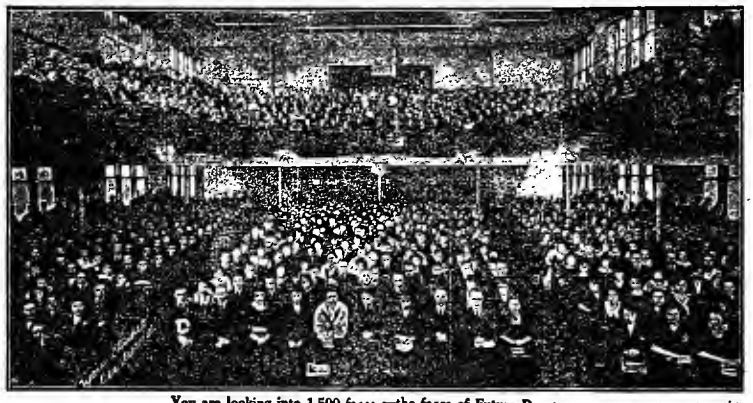
The picture shows a few of the members of the beginning class in dressmaking last spring wearing the dresses made in class. The cost of the dresses ranged from $1.85 to $4.85 each. A few weeks ago the class girls show displayed seventeen handsome silk gowns made by the girls as part of their class work.

Can Your Daughter Make Her Own Clothes?

Dresses Made by Wearers.

In the above picture, reading from left to right, first row: Iola Haggard, Ivo Miller, Ruth Sleater, Thelma Cope. Back row: Frances Sellars, Ruth Patterson, Marguerite Dempsey, Eva Patterson, Mary Conover.

HERE IS THE HIGH SCHOOL OF DECATUR



You are looking into 1,500 faces —the faces of Future Decatur —Photo by Bilyeu Studio.

Here is the Decatur high school. You are looking from the auditorium stage into 1,500 eager and intelligent faces, just as Dr. Charles Gilkey of Chicago looked like them at the moment this pentagraph was taken. It is an audience to inspire all of the eloquence that is in your soul.

While you are speaking to them it is well to bear in mind that these are the people that will be running the city of Decatur a very, very few years hence, and that you are not addressing merely a crowd of high school students but that you are speaking to future Decatur.

It is a rare occasion that brings together the entire student body. The auditorium is not large enough to seat them all, so can be seen from this illustration. There is held in this room once a week a general assembly technically known as an "auditorium," but the crowded condition of the school makes it necessary to divide the students for these assemblies.

These auditoriums are an important feature in the high school training, whose purpose is the making of good citizens. The program may be literary, dramatic, musical or vocational. It may be an address by some famous speaker or it may be a series of short talks by students. Heroes of football, basketball, debating or other contests are crowned here and affairs which concern the entire school are presented and discussed.

English the Big Department of Decatur High School

Unfortunately, the really big things in our educational project can not be photographed. As English recitation is not spectacular, nor a class in mathematics concentric, English is the subject upon which the high school lays from stress, to which it devotes most time. Every student in every course must take English.

THREE FULL YEARS.

The student who would graduate must have three full years of it. The staff of English teachers numbers thirteen, double the number in any other group.

It may appear strange, perhaps that the language we learn at our mother's knee is the subject most taught in the schools. But is to the most good implement of our lives.

How essential it is that we should learn to use with a high degree of skill an instrument which we use so much. Think of it! If one were a master of English he might have anything that he could wish in the world because he would ask for it so well that he could not be denied.

It may be said that one thoroughly understands his own mother tongue is no educated man for all else follows naturally and readily that acquirement.

FIVE PHASES IN ENGLISH.

The English course in the high school consists of five phases each in itself a minor course. They are literature, composition, public speaking, interpretative reading, and dramatic art.

Literature is given most time. Through it the student is enabled to master evaluate the things of life, better understand his fellows, better know himself. His judgments are corrected, his tastes refined.

Composition takes care of correct spelling, punctuation, grammar, sentence structure and the proper selection and arrangement of material. Often languages is the vehicle by which our thoughts are expressed, composition gives skill and accuracy in its use. Eight half years are given to it.

Effective speaking teaches the pupil who would speak to an audience to have something to say and how that something should be said. It enables him to say clearly, distinctly and forcefully what he has in mind, whether in public or in private. If something is to be promulgated in the high school the students of the effective speaking class do it by means of one minute speeches in the various home rooms.

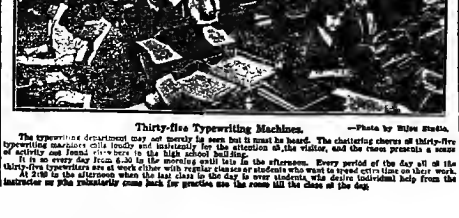
Reading teaches Mary how to read the evening paper to her mother, or a story to her father in a pleasing voice, with a clear yet sympathetic and an intelligent interpretation of the thought. How few people really can read.

The course in dramatic art is more fully described elsewhere.

ABILITY RECOGNIZED.

The English department is well organized and has a staff of unusually able and efficient teachers. The University of Illinois recognized the quality of the D. H. S. English course by publishing in a recent university bulletin a paper on "Evaluating Speech Errors," by Olive M. Sear, head of the department, another on "Outside Reading," by Clara E. Hawkes, and is soon to bring out one by Ellen Thomas.

TO BE SEEN AS WELL AS HEARD.



Thirty-five Typewriting Machines. —Photo by Bilyeu Studio.

The typewriting department may typewriting machines calls loudly and insistently for the attention of the visitor, and the room presents a scene of activity out from typewriters in the high school building.

It is so every day from 6.30 in the morning until late in the afternoon. Every period of the day all of the thirty-five typewriters are at work either with regular classes or students who want to speed extra time on their work.

At 2:30 in the afternoon when the last class in the day is over students, who desire individual help from the instructor or who voluntarily come back for practice use the room till the close of the day.

BUSINESS OF THE HIGH SCHOOL STUDENTS

Funds of Activities All Supervised by Auditor Appointed by the Principal.

Few people think of the Decatur high school as a business institution, yet it is. It does an annual business aggregating $12,000.

NO PUBLIC FUNDS.

This is purely internal business, the business of the school. It does not involve the handling or expenditure of any public money or funds of the school district. The business is so great that a well organized system of accounting is conducted, a system as complete and efficient as that of any bank.

One member of the faculty, Miss Winnifred Wilson, audits the accounts with a vigilance equal to that of any railroad auditor. She holds the treasurers of the different student organizations in a strict accounting. When money is spent vouchers, receipts and vouchers are filed and kept.

ONE BANK ACCOUNT.

While these school finances are pooled, thus making only one bank account each organization must stand on its own feet and use its own money. Athletics, for example, may lose money or one season of the year as any business may do, but athletics must have some money to run and is expected to recoup its losses as soon as possible. In short student activities are expected to pay their own way.

FUNDS LAST YEAR.

The high school funds received and paid out last year were as follows:

	Amt. Rec'd	Amt. Paid Out
Athletics	$4184.77	$4398.26
Student publ'ns	2944.15	2924.07
Classes (Dues, parties, rings)	1659.70	1094.85
Dramatics	1069.27	969.24
Literary Digest	375.03	363.17
Music	173.34	283.83
Kennedy-Mathison	272.80	246.65
Miscellaneous	217.49	114.06
Literary Societies	254.24	206.82
Book Exchange	232.67	188.80
Science, Dom. Sci.	83.18	47.06
Art	48.40	2.15
Total	11918.82	10831.49

RESOURCES.

A statement of the resources of the school at the end of the year 1920-1921 makes an interesting showing. Several funds have balances on hand at the end of the year of a total of more than an amount in excess of $2,000.

The statement follows.

Athletics	$ 156.75
Decatur H. S. Liberty Bond	100.00
Societies	211.24
Miscellaneous	152.30
Junior Red Cross	218.47
Different Classes	1172.78
Student Publications	22.06
Total in all Funds	$2815.21

$15,000 TUITION FROM OUTSIDE

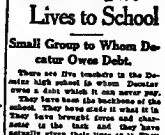
Hundred Fifty Students from Other Districts.

One hundred fifty students paid $15,000 tuition into the treasury of the Decatur Public School System last year. Most of these students were from the Macon County Rural Schools.

Fifty-four students studied agriculture. The teaching of agriculture in the High School cost the Decatur Public System $1800. The cost per student for teaching agriculture was $31.71. Upon the basis of four subjects to a student the cost per student was $111.84.

The per capita cost for students in the high school last year was $115.88. This sum, $115.88, tuition will be charged each student this year entering the high school from some other districts than the Decatur district.

D. H. S. Building 1869



First Home of High School.

Teachers Give Lives to School

Small Group to Whom Decatur Owes Debt.

There are five teachers in the Decatur high school to whom Decatur owes a debt which it can never pay.

They have been the backbone of the school. They have made it what it is. They have brought force and character to the task and they have actually given their lives to it. They being worked as and as always at much less than their services were worth, generally for much less than they could have received elsewhere.

The above is the dictum of a man who knows the Decatur high school better than any other person.

Miss Mary L. English.
Miss Olive Sear.
Miss Lida Martin.
Miss Clara H. Hawkes.
Mrs. Minnie F. Masterson.

Five Marks of an Educated Man

Five evidences of an educated man:

The ability to speak one's mother tongue with correctness and precision;

Gentleness and refinement of manner, the lack of boorish awkwardness of thought;

The ability to do efficiently;

The ability to think logically and directively;

The ability to grow.

—Nicholas Murray Butler.

A HIGH SCHOOL NUMBER OF A DAILY NEWSPAPER

CHAPTER IV

SCHOOL NEWS FROM THE SUPERINTENDENT'S VIEWPOINT

GENERAL STATEMENTS

From a study of the material contained in Chapter IV, the following conclusions have been drawn.

Most school systems have effected no organization for educational publicity.

Few systems in their annual budgets provide for school publicity, and on the whole little money is spent for this purpose.

The majority of superintendents are not willing to state an opinion relative to the percentage of the school budget which should be set aside for publicity. The percentage recommended varies from 3% of the budget to nothing. In general, superintendents in the smaller cities recommend that a higher percentage of the budget should be spent for publicity than do those in the larger cities.

About one fourth of the school systems have some centralized agency for handling school news.

The majority of school superintendents furnish school news to the newspapers. About one half of the high school and elementary school principals furnish school news. Individual students and students in English and journalism classes are furnishing a considerable amount of news to the newspapers.

The most common practice is for school systems to furnish news irregularly to the newspapers.

Most school news is edited and approved by principals. In about one third of the school systems, the news collected is approved and edited by some central office. Athletic news is almost entirely edited by the athletic coach.

Newspapers depend first upon definitely assigned reporters for the securing of school news, second upon superintendents, third upon paid student reporters, and fourth upon individual schools.

Evidently a large percentage of school systems have little or no relations with newspapers so far as furnishing school news is concerned.

A large majority of newspapers are favorable in their attitude toward the public school system. Editors believe in school news, discuss it in their editorial columns, are willing to cooperate with

school superintendents, and express a willingness to use more school news of the right sort.

School systems have carried on a large number of continuous campaigns in the daily papers. The five most commonly reported are, campaigns for buildings, campaigns for teachers' salaries, health campaigns, bond issue campaigns, and night school campaigns.

There is a definite belief on the part of superintendents that the afternoon and evening edition of the newspaper is the best for carrying school news.

In general, school superintendents believe that there are valid reasons for expending public funds on school publicity. They recognize the difficulty of being charged with partiality in giving out school news, and in many cases have evolved ways of overcoming this difficulty. They are almost unanimous in the opinion that the attitude of the daily press toward the school system is extremely important, and that the use of the daily press by school administrators should be governed by definite ethical principles.

Newspaper organizations do not always handle school news properly. In many cases they lack the school point of view. Their sense of news value often results in emphasis wrongly placed or sensational presentation. They are not always careful to present the facts exactly as they exist. They sometimes allow political reasons to color school news. As a general thing, they do not give to news of the public school system the attention and position to which its importance entitles it.

MATERIAL COLLECTED AND METHOD USED

How the Superintendent's Viewpoint Was Secured.

A question sheet was sent to 500 superintendents of schools in cities of each of the three population groups mentioned in previous chapters. The replies from 250, exactly 50% of these superintendents, representing 45 states, and distributed proportionately among the three city groups, furnished the material for the tables in this chapter, upon which the conclusions are based. A list of the superintendents cooperating will be found in Appendix, Table C. Great care has been used in reporting the opinions of the superintendents and, as in the case of the newspaper editors, the exact words have been quoted wherever possible. Most of the information contained in the tables is expressed in percents computed to the nearest whole percent, for purposes of comparison. The cooperation of superintendents has made possible the presentation of the facts in this chap-

ter. Their interest in the subject of school news is evidenced by their generous responses.

The question sheet sent to the superintendents is reproduced as Form 4, page 62 in order that the exact wording of the questions asked may be ascertained.

DETAILED FACTS AND CONCLUSIONS

Specific Conclusions Based on the Report of 250 Superintendents

Financing School Information Service.

1. Few city school systems contain specific provision in their budgets for information or publicity service. Table IX, page 66 shows that only 8% of all school systems make such provision. From the reports received, it is impossible to give any estimate in dollars of this provision.

2. A much larger number of city school systems have funds which can be used for information or publicity service. Table IX shows that 39% of all school systems have such a fund. School systems in cities of Group III lead in this particular with 48%. From the reports received, it is impossible to give a definite measure of the amount used from these funds for publicity, but it can safely be stated that the amount is uniformly small.

3. There is considerable variation in the opinion of superintendents as to the percentage of the budget which should be spent for school information service. Table X, page 66 shows that this percentage ranges from 3% to 0%. A majority of the superintendents in cities of Group I and Group II gave no answer. Over one half of the superintendents in cities of Group III stated an opinion. Approximately three fourths of the superintendents giving an opinion believe that some percentage of the budget should be spent for publicity. One fourth of the superintendents report that in their opinion no part of the budget should be spent for this service. In general, superintendents in cities of Group III recommend a larger proportion of the budget for information service.

The detailed reports substantiating conclusions just stated are given in Tables IX and X, page 66.

Specific Conclusions Based on the Reports of 250 Superintendents

How School Systems Collect News for Newspapers.

1. Some city school systems have made provisions for a news service organization. Table XI, page 66 shows that in 28% of the school systems there is a person responsible for the collecting and releasing of school news. Table XI also shows that in 12% of the cities there is a news service committee for the entire school system.

2. School systems in the three population groups do not vary much in reference to news service organization.

3. Various means for collecting school news are utilized by city school systems. Table XII, page 67 shows that in 79% of the cities, the superintendents collect school news; in 61%, the high school principals; in 48%, elementary school principals; in 37%, supervisors; in 37%, clerks of the school boards; in 35%, individual students; in 26%, individual teachers; in 24%, English classes; in 13%, journalism classes; and in 5%, news editors.

4. The largest percentage of school systems collect school news irregularly; a second common practice of school systems is to collect news daily; some school systems collect school news weekly, and a negligible percent collect news monthly. It is of interest to note, from Table XII, that about one fourth of the superintendents of schools collect school news daily. It is also significant to note that in 35% of the school systems individual students collect news; in 24%, English classes collect news; and in 13%, journalism classes. Most of this student service is rendered either daily or weekly.

The detailed reports of superintendents in reference to the organization and collection of school news will be found in Tables XI and XII, pages 66 and 67.

Specific Conclusions Based on the Reports of 250 Superintendents

How School News Is Approved and Edited by School Systems.

1. In one third of all school systems, school news collected within the system comes to a central office for editing and approval before being released.

   Table XIII, page 68 shows that this practice is most common in cities of Group III.

2. Most of the editing and approving of school news is done by school principals.

3. A considerable amount of the editing and approving of school news is done by persons not within the school system. The amount of this editing is indicated in Table XIV, page 69 opposite the heading, "Edited by Others". Through an error in the question sheet, a large part of these "others" consists of superintendents of schools. From the information received, it was not possible to separate the superintendents included in this group.

4. School athletic news is almost entirely edited and approved by athletic coaches. Table XIV shows that this practice is common to cities of each of the three groups.

5. School systems in cities of Group II and Group III make the most provision for the editing and approving of school news by individuals within the system.

6. News of school athletics and high school notes most commonly receive editing and approval from within the school system. Table XIV shows that 50% of the school systems edit athletic news and that 48% edit high school notes.

7. The editing and approval of school news by student editors and classes is worthy of notice. Table XIV shows that to some extent editorial responsibility rests with students.

The detailed reports of school systems relative to the editing and approval of school news will be found in Tables XIII and XIV, pages 68 and 69.

Specific Conclusions Based on the Reports of 250 Superintendents

The Relations of Public School Systems with Local Newspaper Organizations.

1. Definitely assigned reporters and superintendents are most commonly used by newspapers for securing school news. Table XV, page 70 shows that in 71% of the school systems definite reporters cover school news, and that 40% of this service is rendered daily. Table XV also shows that in 83% of the school systems superintendents furnish school news and that 41% of this service is given irregularly.

2. Paid student reporters are employed to furnish school news in about one fourth of the school systems. Table XV shows that the percentage is 24 and that more than one half of this service is rendered daily.

3. Paid teacher reporters are very seldom employed to furnish school news. Table XV shows that in less than 2% of the school systems this service is employed.

4. Few newspapers employ an educational editor. Table XVI, page 71 indicates about 7%. By far the larger number of these are in the cities of Group I.

5. In about one half of the school systems, individual schools furnish school news to the newspapers. Table XV shows that most of this service is irregular.

6. The most common practice is for newspapers to secure school news service daily or irregularly. Very little service is rendered weekly, and practically none monthly.

7. A large percent of school systems have no relations with the newspapers so far as furnishing news is concerned.

8. Editors and superintendents do not agree in their statements relative to the collecting and furnishing of school news. This is evident from a comparison of Tables III, page 38 and XV. No doubt the editors are inclined to underestimate the part which the school system plays in furnishing news, and no doubt the superintendents are inclined to overestimate it.

The detailed facts relative to the relations between the school systems and newspaper organizations will be found in Tables XV and XVI, pages 70 and 71.

Specific Conclusions Based on the Reports of 250 Superintendents

Departments in Newspapers Devoted to School News

1. The school department most often reported as appearing in the daily newspaper is that devoted to school board meeting news. Table XVII, page 72 shows that the most common practice is to present this news irregularly.

2. Editors and superintendents agree very closely in reference to the types of school departments which appear in the daily newspaper and the commonness and frequency with which they are found. In general, all the conclusions drawn from Table IV, page 39 and discussed in Chapter III can be drawn from Table XVII.

The detailed facts submitted by superintendents relative to the departments in daily newspapers devoted to school news will be found in Table XVII, page 72.

Specific Conclusions Based on the Reports of 250 Superintendents

The Attitude of Daily Newspapers toward Public School Systems.

1. From the statements of superintendents, the attitude of the daily newspapers toward public school systems is distinctly favorable. Table XVIII page 73 shows that of 627 different daily newspapers reported on by 219 superintendents, 39% gave the school system active support, 43% gave it friendly cooperation, and only 8% were unfavorable or hostile.
2. School news is very often the subject matter of newspaper editorials. Table XVIII shows that in 250 school systems, 21% of the newspapers discussed school matters frequently in the editorials; 54% occasionally; and only 13% seldom or never. It is of interest to compare this statement with the 5% of editorials dealing with local school matters which were found in the number count of 1800 newspapers as set forth in Table I, page 21. It is also of interest to recall that of the 98 editors reporting in Table VIII, page 41 77% stated that they would use more school news if furnished properly prepared.
3. In general, it may be stated that newspaper organizations believe in school news, that they have the right attitude toward the school system, and are anxious to cooperate with school systems in putting news of the public schools before the public.

The tabulated opinion of superintendents of schools relative to the attitude of daily newspapers toward the public school system and the amount of discussion which is given to school matters in editorials, will be found in Tables XVIII and XIX, page 73.

A Body of Opinion Based on the Reports of 250 Superintendents

Continuous Publicity Campaigns Carried on in the Daily Newspaper.

There is clearly a variety of information in any school system which can be made the subject of newspaper campaigns. These matters are vital to the school system and will be of interest to newspaper readers if properly presented. In order to learn the variety of subjects which school superintendents have brought to the attention of the public through newspaper campaigns, the question sheet asked for information in this particular.

Twenty-eight different types of publicity campaigns were reported. The first ten in order of the frequency with which they were

reported by the superintendents are as follows: Building Campaign, Better Salaries Campaign, Health Campaign, Bond Issue Campaign, Night School Campaign, Thrift Campaign, School Week Campaign, Americanization Campaign, Attendance Campaign, Safety First Campaign. Of these ten campaigns carried on in the daily papers, only three can be considered as special purpose or emergency campaigns, namely, Buildings, Salaries, and Bonds. The other seven we may designate as continuous campaigns, in that the object of the publicity is not necessarily to achieve some immediate purpose once and for all, but rather to carry to the people those things in the public school system which are constant and continuous, year after year. This type of newspaper campaign is the one for which the superintendent of schools needs to plan a program, and it is a type of publicity which is as important as the special purpose publicity relating to the raising of bond issues, and the like. Such campaigns, together with the incidental, everyday news and information concerning the school system, should comprise the bulk of a publicity program for the public schools.

The frequency with which school systems have carried on these campaigns in the daily newspaper is set forth in Table XX, page 74.

The remaining material in this chapter consists of the opinons of superintendents of schools, relative to various general matters which are closely connected with the use of the daily newspaper as a means of school publicity.

The Best Edition of Newspapers For Carrying School News.

Three newspaper editions are published in many cities, a morning, an afternoon and evening, and a Sunday edition. Superintendents were asked on the question sheet to rank these three editions in order of their effectiveness in getting school news to the community. Only the rankings of those superintendents in cities having all three editions were considered. The tabulation of these rankings in Table XXI, page 75 shows that the afternoon and evening edition is very definitely considered most effective for carrying school news. The Sunday edition is next effective, and the morning edition least effective. The general feeling that evening and Sunday editions are "Home Editions" no doubt partly accounts for this opinion.

Valid Reasons for Expending Public Funds to Publish School News.

Are there valid reasons for the expenditure of public funds on publicity for school systems? The answer to this question is important, and the opinion of superintendents in regard to it are valuable. The question does not refer exclusively to the use of the daily paper, but rather to the whole program of public school information service in which the newspaper is an important element.

From the statements of editors considered in Chapter III, it is clear that a great deal of school news is being printed by the daily

papers without cost to the school system. In so far as it is good "news", the newspapers are evidently not only willing to print it free of charge but anxious to get more of it. On the other hand, there are types of school publicity which, in the opinion of superintendents, are desirable for publication, but which do not have enough "news" interest to warrant the furnishings of free space on the part of the newspaper. It is desirable at times to print pure display advertising in the interests of the school system. In so far, therefore, as it is advisable to print this non-news material, the expense of newspaper publication enters into the question of expending public funds for publicity purposes. In answering the question, however, superintendents no doubt had the whole publicity program in mind, including all printed material which gives information about the school system. Representative answers to this question received from superintendents are found in the compilation of opinion which follows.

The majority of superintendents evidently believe that there are valid reasons for expending public funds for publicity purposes. Their reasons as expressed are the following:

Principal Reasons for Expending Public Funds for School Publicity.

1. The effect which such expenditure will have upon the financial support of the school—the giving of information for the purpose of securing financial support.
2. The obligation of a democracy to report to its citizens—the public is entitled to full information in regard to its school system.
3. The influence which an informational program will have upon the teaching staff—to bring to individual teachers a conception of the whole organization and their part in this whole.
4. The influence which school publicity will have upon the children of the community in bringing to them a knowledge of the opportunities offered them.
5. The effect which such expenditure will have in securing the cooperation of the home, which is all important in the work which the public school is doing.
6. The fact that such expenditure is good business; that education is a product; that the same reasons which exist for advertising any other worth while product hold true for advertising the public schools.

A compilation of representative opinions of superintendents in regard to this matter follows.

VALID REASONS FOR EXPENDING PUBLIC FUNDS ON PUBLICITY FOR A SCHOOL SYSTEM

The Opinions of Superintendents Relative to Expenditure for School Publicity.

From the Reports of 250 Superintendents of Schools

1. To build up morale in the teaching staff.
   "To educate the teaching staff."

2. To influence children to complete their school course.
   "Children do what is socially approved."
   "To induce children to take advantage of schools."

3. To inform the public about the schools.
   "Belief in public schools depends upon how well people know them."
   "To acquaint our employers with changes in methods and materials."
   "That citizens may understand the scholastic work of the children."
   "Accurate and ample information is the first step toward success in any undertaking."—James J. Hill.
   "The worst enemies of the schools are those who are most ignorant of what they are doing."
   "Without information the layman cannot appreciate his school system, its requirements, and its opportunities."

4. To satisfy a right which the people have to know about their schools.
   "To inform the public which pays the bills."
   "The public is entitled to know the facts involved in school policies before they become ancient history."
   "It allows the public to check the work of the schools."

5. To create cooperation between home and school.

6. To secure financial support for the schools.
   "To secure more money."
   "To keep teachers' salaries up."
   "People will not support an institution in which they are not interested."
   "Self-preservation; no school system can secure funds unless the people believe in the wisdom of the expenditure."

7. To educate the voter.
   "To educate the public to the problems and needs of the school."

8. There is no good reason.
   "It is not necessary."
   "Should be done only in an emergency."
   "School news only read by teachers."
   "Papers furnish all necessary news at no cost."

9. To bring about expansion and progress.

10. To keep public steadily informed so as to ward off damaging reaction.

11. To overcome unfair criticism.
    "To remove hostility."

12. It is good business.
    "Advertising"
    "It pays."
    "To sell the schools to the public."
    "Education is a product to be sold to the public. The same reasons for advertising this product exist as for advertising any other worth while thing that the public needs.

13. To gain the good will of the public.

14. It tends to increase enrollment and raise the average attendance.

Overcoming the Charge of Partiality On the Part of Newspapers.

One of the problems which confront the superintendent in his relations with the daily newspapers, is that of avoiding the charge of partiality in furnishing news. Even though the intent of a superintendent in this particular may be entirely good, in practice the difficulty often presents itself. Many of the superintendents reporting stated that they had experienced the charge of partiality, and several admitted that they had been unable to overcome the difficulty. A few newspaper editors in their letters referred to this problem, and expressed the opinion that the fair distribution of news is an essential element in the relations between superintendents and newspaper organizations.

A few superintendents stated that there were, in their respective cities, some newspapers to which they did not care to give school news, because of the character of the newspaper and the manner in which it treated school news when furnished to it. To these superintendents a method of fairly distributing school news has no interest. But to those who realize that each newspaper in a city has its own body of readers, and that this body of readers is as much entitled to information about the public school news as any other group of citizens, the importance of distributing school news fairly to all newspapers is evident.

An attempt was made in the question sheet to secure the opinions of superintendents in this particular, and especially to learn some of the methods by which they overcome this charge of partiality. The question asked them was as follows: "Where there are two or more newspapers in a city, if you have ever experienced the charge of partiality in furnishing news to one of them, how have you overcome this?" In general, the methods reported by superintendents in answer to the question can be classified under the following heads:

Ways of Overcoming the Charge of Partiality.

1. Maintain friendly relations with all newspapers, and arrive at an agreement as to the distribution of school news which will satisfy all.
2. Whenever school news is furnished the press, send duplicate copies to all newspapers.
3. Save all important news for the Sunday editions in which all newspapers get an "even break".
4. Have newspapers agree upon an hour in the day which separates their respective fields.
5. Apply the motto: "First come, first served".
6. Furnish no news to any of the newspapers.

A compilation of the representative opinion of superintendents in regard to methods of overcoming this difficulty follows. In it superintendents may find some suggestion which will help in solving their individual problems.

HOW SUPERINTENDENTS IN GIVING OUT SCHOOL NEWS AVOID THE CHARGE OF PARTIALITY

From the Reports of 250 Superintendents of Schools

1. Give the same material to all papers.
   "Furnish duplicate copies of news to all papers."
2. Save important news for Sunday edition.
   "In Sunday edition all papers get an 'even break'."
3. Give reporters privilege of getting news at any time.
   "Give the news to the first reporter on the ground."
4. Give all papers privilege of writing special feature stories.
5. Meet representatives of all papers each day.
6. Create personal relations with newspaper men.
   "Make friends with the reporters."

7. Distribute news fairly.
   "Arrange the 'breaks' on a 50-50 basis."
   "Play no favorites."
   "Tactful alternating of news."
   "Give each paper exclusive news for a week."

8. "When one paper initiates a story, we give no information to another paper."

9. "When one paper gets a 'scoop', we help the others to get news."

10. Leave the initiative in getting news to the papers; don't "press agent" the schools to the newspapers.

11. Assign a reporter from the system to each paper.

12. Have an agreement with the newspapers.
    "Where there are morning and afternoon papers, have them define an hour that separates their fields,—e. g., give all news that 'breaks' before 1:00 P. M. to afternoon papers, all that breaks after 1:00 P M. to morning papers."
    "Give news to first paper to have an issue after news becomes available."

13. Never furnish news to any newspaper.

14. Have been unable to solve the difficulty.

15. Never have had the charge of partiality made.

The Importance of the Press to a Public School System

In the opinion of school superintendents, the daily press is a most important factor, influencing the conduct and progress of the public schools. In answer to the question, "How important to the progressive improvement of the school system do you consider the attitude of the press?" superintendents were almost unanimous in assigning great importance to the attitude of the daily press. The opinion seems to be almost universal that the daily newspaper has great power to create and mold public sentiment. In view of this, many superintendents expressed the opinion that it is not only good policy, but that it is the definite duty of those in charge of public education to utilize fully this power of the press in the interest of the schools.

In the opinion of some superintendents, the influence of the press depends entirely upon the standing of the individual newspaper in the community. Some superintendents believe that the support of the press is over-emphasized. Some believe that its support is not at all necessary. It may be that in some cities printed material, prepared and distributed directly by the school system, to some ex-

tent takes the place of newspaper publicity. These instances, however, are few. The fact remains that the greatest single agency for informing the public about its schools is the daily newspaper. The majority of superintendents reporting had no doubts about this matter. Representative opinions stated by them are presented in the following compilation.

THE IMPORTANCE OF THE ATTITUDE OF THE PRESS TO A PUBLIC SCHOOL SYSTEM

From the Reports of 250 Superintendents of Schools

The Opinion of Superintendents Relative to the Importance of the Press.

1. Of the Utmost Importance.

   "Invaluable."
   "Supreme."
   "The deciding factor."
   "The biggest single factor."
   "All important."
   "The most important agency for creating public opinion."
   "The support or opposition of the press may make or mar a school system."
   "Essential."
   "Vital."
   "Indispensable."
   "A united press spells success."
   "A sympathetic press is worth a $10,000 appropriation."
   "Of tremendous importance provided it is not inspired by school executives or controlled by paid advertising."
   "Programs cannot be put over easily or well without the support of the press."
   "The press can ruin a school system."

2. Fairly Important.

   "Desirable."

3. Not Necessary.

   "Much can be done in spite of the press."
   "Its importance depends upon the paper."
   "Its influence is decreasing because of the use of other printed publicity by school systems."
   "I discount most of the supposed influence of the press."

The Treatment of School News by the Local Press.

Daily newspapers do not always handle school news in the best possible way. The reasons for this are probably two-fold. In the first place, as was discussed in Chapter III, school people have not yet learned how to furnish properly written school news for the daily paper. If the rules and suggestions given by editors to school men were followed in the preparation of copy, some of the improper presentation of school news might be avoided. On the other hand, unquestionably the newspaper organizations are at fault in this matter. Those responsible for the conduct of papers no doubt will admit that no more important institution than that of the public school system exists in any community. The proper interpretation of its activities, its progress, and its needs, requires at least a reasonable knowledge of the institution. And yet, to quote one of the editors themselves, "Much school news is given out by educators who do not understand newspapers, and written by reporters who do not understand education".

Superintendents complain that newspapers do not have the school point of view; that immature, inexperienced, and frivolous reporters are too often assigned to interpret the interests of the school to the newspaper reading public; that over-emphasis on the "story" element is often emphasis misplaced from the point of view of the public school interests; and that school news often does not receive in the daily paper the prominence and position which its importance warrants.

It is clear that fault exists on both sides. A consideration of the attitude of press and school in this matter may be of benefit to both. The point of view of the editor was set forth in Chapter III. The following compilation, setting forth the opinion of superintendents, represents the point of view of the school in this matter.

FAULTS IN THE TREATMENT OF SCHOOL NEWS BY THE LOCAL PRESS

From the Reports of 250 Superintendents of Schools

1. News written by those who don't know the thing they write about.
   "Much school news is given out by educators who don't understand newspapers, and written by reporters who don't understand education."
   "Newspapers lack the school point of view."
   "Reporters lack technical knowledge of education."

Faults of Newspapers in Presenting School News.

"Injudicious criticism of the schools by immature and inexperienced reporters."
"Editors write authoritatively of things without being properly informed.
"Lack of educational editor who understands schools."

2. Emphasis misplaced.
   "Emphasis placed on the wrong thing."
   "Emphasis on the unimportant."
   "Over-emphasis on tax rate."
   "Emphasis placed on cost rather than on service rendered."
   "Too much space given to athletics."

3. Facts misrepresented.
   "Facts distorted."
   "Wrong interpretation of facts."

4. Facts mis-stated.
   "Often inaccurate."
   "Often careless as to facts."
   "Frequent exaggeration."
   "Failure to verify statements."
   "Written too hastily."

5. School news used for political purposes.

6. News incomplete.
   "Too brief."
   "All the facts not given."

7. Improper headlines.
   "Headlines often misleading."
   "Headings often lacking."
   "Headlines often too small."

8. News poorly placed.
   "School news placed to disadvantage."
   "News put in inconspicuous places."
   "School news used as filler only."

9. News changed and colored.
   "News often colored to suit views of the editor."
   "News too often rewritten by editors."
   "Statement of facts biased by opinion of editor."

10. News "story" put ahead of school interests.
    "Truth sacrificed for a story."
    "News value prominent at the expense of social welfare."

11. Featuring the sensational.
    "Anything to sell papers."
12. Unfriendly and destructive criticism.
13. Difficult to get cuts used when furnished.
14. No faults found.

Ethical Principles Governing the Use of Newspapers By School.

There should be a philosophy underlying the use of the daily papers by school administrators. An attempt was made to discover some of the elements of this philosophy by asking superintendents to state those ethical principles which, in their opinion, should control the use of the newspaper for school publicity purposes. The answers received are not presented as a philosophy of educational publicity in the daily press, but rather as an indication that there are some generally conceded principles which should govern. These principles fall into three rough classes: first, principles relating to subject matter; second, principles affecting the relations between press and school; third, principles relating to the personal element in school news.

A majority of superintendents expressed some opinions as to the ethical principles which should govern school publicity. A consideration of the rules and suggestions of editors as given in Chapter III will reveal certain underlying principles from their viewpoint. The following is a compilation of principles expressed by superintendents. In regard to these, there was a remarkable unanimity of opinion, showing that, in their thinking at least, those who utilize the daily press in the interests of the public schools recognize certain fundamental principles which should govern.

ETHICAL PRINCIPLES GOVERNING THE USE OF THE NEWSPAPERS BY SCHOOL ADMINISTRATORS

From the Reports of 250 Superintendents of Schools

1. Service of public interest paramount.
   "Will it serve the best interests of the children to print this story?"
   "Positive upbuilding of the school system should be the governing factor in giving out school news."
2. Maintain right relations with reporters and editors.
   "Be impartial."
   "Be frank."
   "Respect the opinions of the paper."
   "Be courteous."
   "Take the newspaper men into your confidence."
   "Give the opposition of the press due consideration."
   "Have confidence in reporters and editors."

Ethical Principles Which Should Govern the Use of Newspapers.

"Don't ask for suppression of unfavorable news."
"Editor should always have the right to edit any material."
"A newspaper attack is seldom personal, merely a difference of policy."
"Advertising is not news. It should be paid for."
"Consider the interests and welfare of the paper."

3. Personal glorification has no place in school news.
   "Keep yourself in the background."
   "Advertise your schools, not yourself."
   "Don't play to the grandstand for personal aggrandizement."

4. Give subordinates credit for work done.
   "Give all departments an equal show."

5. Tell the truth always.
   "State the real facts."
   "Be honest."
   "Be scrupulously accurate."
   "Tell the truth, even though it hurts."
   "Put all the cards on the table."
   "In controverted questions, give both sides."
   "Never use 'bunk' in school news."
   "Don't warp or twist the interpretation of statistics."

6. Develop a sense of proportion in handing out school news.
   "Too much publicity is more injurious than none at all."
   "Don't expect too much space."
   "Use common sense."
   "Present only one worth while matter at a time."

7. Don't suppress unfavorable facts.
   "Don't try to conceal defects."

8. Never enter into a newspaper controversy.

9. "Be independent." "Be conservative." "Be dignified."
   "No publicity at the expense of the dignity of the cause of education."

10. Use wisdom in the selection of subject matter.
    "Don't write unless you have something to say."
    "Don't give publicity to intimate matters concerning pupils and teachers."
    "Don't complain."
    "Don't boast."
    "Feature the everyday work of the school, not only the extra activities."
    "Make news specific."

Ethical Principles Which Should Govern the Use of Newspapers.

"Comparisons are always odious."
"Eliminate personal opinions."
"Don't exaggerate."
"Furnish items of national as well as local interest."
"Never discuss personalities."

11. Avoid sensationalism.

12. "The less you give the newspapers, the better you will accomplish the work in your school."
"The public school is an established necessity and therefore needs no advertising."

13. "Never use a 'nom de plume' in communications to the paper."

FORM A

A Form For Collecting Information on School News or Educational Publicity

The Subject of this Inquiry is: THE USE AND VALUE OF THE NEWSPAPER AS A MEDIUM OF GIVING PUBLICITY TO NEWS OF THE SCHOOL SYSTEM.

I have worked on this form to make the answering of it as easy as possible for you. Most of it you can answer by checking as you read. I shall appreciate your giving as much thought as possible to it.

R. G. REYNOLDS,
525 West 120 St., New York City.

(Your Name) **(Title)** **(Address)**

I. Financing School Publicity

1. What is the total amount of your school budget for 1921-22? $.....
2. Do you have an item in the budget specifically appropriated for publicity?.....
3. What is the amount of this item for the year 1921-22? $.....
4. List the main purposes for which it is spent.....

.....

5. If you have no item specifically appropriated for publicity, have you an item or fund which can be used for publicity purposes?.....
6. What amount approximately will be used for publicity, 1921-22? $.....
7. In your opinion what % of your school budget should be spent for publicity?.....

II. Organization and Personnel

1. Do you have a person in your system responsible for collecting and releasing school news?.....
2. What is his name?.....His title?.....
3. Does he spend his whole time at this work?.....His yearly salary?.....
4. If part time, what proportion is spent in publicity work?.....
5. If part time, what are his other duties?.....
6. Do you have a publicity Committee for the entire school system?.....
7. Of whom is it composed?.....

.....

III. The Collection of School News

Which of the following collect school news for newspaper publication?

Answer by checking in the squares.

		Daily	Weekly	Monthly	Irregularly	Not at all	
1.	Publicity Director.....	☐	☐	☐	☐	☐	1.
2.	Superintendent of Schools.....	☐	☐	☐	☐	☐	2.
3.	Supervisors.....	☐	☐	☐	☐	☐	3.
4.	High School Principals.....	☐	☐	☐	☐	☐	4.
5.	Elementary School Principals.....	☐	☐	☐	☐	☐	5.
6.	Clerk of School Board.....	☐	☐	☐	☐	☐	6.
7.	Individual Students.....	☐	☐	☐	☐	☐	7.
8.	Individual Teachers.....	☐	☐	☐	☐	☐	8.
9.	English Classes.....	☐	☐	☐	☐	☐	9.
10.	Journalism Classes.....	☐	☐	☐	☐	☐	10.
11.	.....	☐	☐	☐	☐	☐	11.
12.	.....	☐	☐	☐	☐	☐	12.

IV. The Editing of School News

1. Does all school news come to the Superintendent of Schools or the Publicity Director for approval before it is released to the newspapers for publication?.....
2. If not, which of the following types of news are approved and edited by persons other than the writers?

Type of News — **Approved or Edited by**

Answer by checking in squares.

		Principal	Teacher	Athletic Coach	English or Journalism Class	Student Editors	Others	
a.	School Page or Column.....	☐	☐	☐	☐	☐	☐	a.
b.	Special Feature Articles.....	☐	☐	☐	☐	☐	☐	b.
c.	High School Notes.....	☐	☐	☐	☐	☐	☐	c.
d.	Elementary School Notes.....	☐	☐	☐	☐	☐	☐	d.
e.	School Athletic News.....	☐	☐	☐	☐	☐	☐	e.
f.	Parent Teacher Assn. News.....	☐	☐	☐	☐	☐	☐	f.
g.	Teachers Club News.....	☐	☐	☐	☐	☐	☐	g.
h.	Page, Column, or Dept. contributed by children.....	☐	☐	☐	☐	☐	☐	h.
i.	News of School Board Meetings....	☐	☐	☐	☐	☐	☐	i.
j.	.....	☐	☐	☐	☐	☐	☐	j.
k.	.....	☐	☐	☐	☐	☐	☐	k.

V. Relations with Local Newspaper Organization

Answer by checking in squares.

		Daily	Weekly	Monthly	Irregularly	Not at all	
1.	Do papers assign definite reporters to cover school news?.....	☐	☐	☐	☐	☐	1
2.	Do papers employ paid teacher reporters?.....	☐	☐	☐	☐	☐	2
3.	Do papers employ paid student reporters?.....	☐	☐	☐	☐	☐	3
4.	Does Superintendent furnish prepared news to papers?.....	☐	☐	☐	☐	☐	4
5.	Do individual schools furnish prepared news to papers?.....	☐	☐	☐	☐	☐	5
6.	Do you use paid advertising space in papers?	☐	☐	☐	☐	☐	6

7. If used regularly, for what purposes?.....

.....

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TABLE XIII.

THE APPROVAL AND EDITING OF ALL SCHOOL NEWS BY SUPERINTENDENT OR NEWS DIRECTOR

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

IV–I

Number of Cities	*Population*	*Yes*	*No*	*No Answer*
		%	%	%
29	Over 100,000	7	59	35
81	30,000 to 100,000	28	57	15
140	Less than 30,000	41	46	13
All 250 Cities		33	51	16

Read the table as follows: Of 29 school systems in cities of 100,000 and over, 7% provide that all school news shall be approved and edited by the superintendent or news directors, etc.

TABLE XIV.

HOW SCHOOL NEWS FOR NEWSPAPER PUBLICATION IS APPROVED AND EDITED BY SCHOOL SYSTEMS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

IV	a	b	c	d	e	f	g	h	i
	School Page or Column	*Feature Article*	*High School Notes*	*Elementary School Notes*	*School Athletics*	*Parent-Teacher Association Notes*	*Teacher Club News*	*Page or Department by Children*	*Board Meeting News*
	%	%	%	%	%	%	%	%	%
EDITED BY PRINCIPAL									
Number Cities *Population*									
29 Over 100,000	17	14	24	21	3	14	3	10	0
81 30,000 to 100,000	21	12	32	32	9	15	3	17	0
140 Less than 30,000	8	10	29	24	11	12	2	1	0
ALL 250 CITIES	13	11	29	26	10	13	2	8	0
EDITED BY TEACHER									
Number Cities *Population*									
29 Over 100,000	0	0	0	0	0	0	10	0	0
81 30,000 to 100,000	1	1	11	3	0	1	6	0	0
140 Less than 30,000	6	3	6	4	2	2	11	4	0
ALL 250 CITIES	4	2	7	3	1	2	9	2	0
EDITED BY ATHLETIC COACH									
Number Cities *Population*									
29 Over 100,000	0	0	0	0	24	0	0	0	0
81 30,000 to 100,000	1	3	3	0	37	0	0	0	0
140 Less than 30,000	6	4	1	0	37	0	0	1	0
ALL 250 CITIES	1	3	2	0	36	0	0	0	0
EDITED BY ENGLISH OR JOURNALISM CLASS									
Number Cities *Population*									
29 Over 100,000	0	0	3	0	3	0	0	0	0
81 30,000 to 100,000	1	1	3	0	0	0	0	0	0
140 Less than 30,000	3	3	5	0	4	0	0	2	0
ALL 250 CITIES	4	2	4	0	.4	0	0	.4	0
EDITED BY STUDENT EDITORS									
Number Cities *Population*									
29 Over 100,000	0	0	3	0	0	0	0	0	0
81 30,000 to 100,000	0	1	3	0	4	1	1	0	0
140 Less than 30,000	3	4	9	0	4	0	0	2	0
ALL 250 CITIES	1	3	6	0	3	.4	.4	1	0
EDITED BY OTHERS									
Number Cities *Population*									
29 Over 100,000	4	3	0	0	0	17	10	10	24
81 30,000 to 100,000	6	9	6	4	7	22	15	4	46
140 Less than 30,000	4	5	1	4	2	20	6	2	45
ALL 250 CITIES	5	6	2	3	4	20	10	4	43
NO ANSWER GIVEN									
Number Cities *Population*									
29 Over 100,000	79	83	69	79	69	69	76	79	76
81 30,000 to 100,000	70	73	43	62	42	60	75	79	54
140 Less than 30,000	72	71	49	69	44	65	81	90	55
ALL 250 CITIES	72	73	50	68	46	64	78	85	57

Read the table as follows: Of school systems in 29 cities of 100,000 and over, 17% publish a School Page or Column edited by the principal; 14% publish feature articles edited by the principal; etc.

TABLE XV.

RELATIONS OF THE PUBLIC SCHOOL SYSTEM WITH LOCAL NEWSPAPER ORGANIZATIONS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V		1	2	3	4	5	6
		Definite Reporters Cover School News	*Paid Teacher Reporters Employed*	*Paid Student Reporters Employed*	*Superintendent Furnishes School News*	*Individual Schools Furnish News*	*Space in Newspapers Paid for*
		%	%	%	%	%	%
SERVICE RENDERED DAILY							
Number Cities	*Population*						
29	Over 100,000	72	0	21	24	14	4
81	30,000 to 100,000	48	1	21	20	3	0
140	Less than 30,000	29	1	9	10	.2	1
ALL 250 CITIES		40	1	14	15	4	1
SERVICE RENDERED WEEKLY							
Number Cities	*Population*						
29	Over 100,000	0	0	4	0	0	0
81	30,000 to 100,000	9	3	4	4	16	1
140	Less than 30,000	6	0	3	10	9	1
ALL 250 CITIES		6	1	3	7	10	1
SERVICE RENDERED MONTHLY							
Number Cities	*Population*						
29	Over 100,000	0	0	0	0	0	0
81	30,000 to 100,000	4	0	0	5	1	0
140	Less than 30,000	1	0	0	3	0	1
ALL 250 CITIES		2	0	0	3	.4	.4
SERVICE RENDERED IRREGULARLY							
Number Cities	*Population*						
29	Over 100,000	10	0	10	48	31	35
81	30,000 to 100,000	23	5	10	58	47	28
140	Less than 30,000	26	0	6	60	40	34
ALL 250 CITIES		23	2	7	58	41	32
SERVICE RENDERED NOT AT ALL							
Number Cities	*Population*						
29	Over 100,000	0	55	28	4	10	31
81	30,000 to 100,000	4	51	31	3	12	37
140	Less than 30,000	25	63	51	4	21	36
ALL 250 CITIES		15	59	42	4	17	36
NO ANSWER GIVEN							
Number Cities	*Population*						
29	Over 100,000	17	45	38	24	45	31
81	30,000 to 100,000	12	40	35	11	21	33
140	Less than 30,000	14	36	32	13	28	27
ALL 250 CITIES		14	38	34	14	28	30

Read the table as follows: In 72% of 29 school systems in cities of 100,000 and over, definite reporters are assigned to cover school news; in 21%, paid student reporters are employed; etc.

TABLE XVI.

NEWSPAPERS HAVING AN EDUCATIONAL EDITOR

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V-8

Number of Cities	*Population*	*Yes*	*No*	*No Answer*
		%	%	%
29	Over 100,000	21	52	28
81	30,000 to 100,000	9	75	16
140	Less than 30,000	3	85	12
ALL 250 CITIES		7	78	15

Read the table as follows: In 21% of 29 cities with a population of 100,000 and over, at least one newspaper has an educational editor, etc.

TABLE XVII.

DEPARTMENTS IN DAILY NEWSPAPERS DEVOTED TO SCHOOL NEWS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

V		a	b	c	d	e	f	g	h	i	j
		School Page	*School Column*	*Feature Articles*	*High School Notes*	*Elementary School Notes*	*School Athletics*	*Parent-Teacher Association Notes*	*Board Meeting News*	*Teachers Club News*	*Page or Department by Children*
		%	%	%	%	%	%	%	%	%	%
APPEARING DAILY											
Number Cities	*Population*										
29	Over 100,000	7	3	14	24	10	31	10	14	7	7
81	30,000 to 100,000	0	6	11	23	4	27	6	0	0	3
140	Less than 30,000	1	4	4	16	6	20	1	3	1	0
ALL 250 CITIES		1	4	7	19	6	24	4	3	1	2
APPEARING WEEKLY											
Number Cities	*Population*										
29	Over 100,000	21	7	3	7	14	0	14	24	3	17
81	30,000 to 100,000	14	12	5	12	19	12	9	10	0	14
140	Less than 30,000	7	12	6	16	9	8	5	6	0	3
ALL 250 CITIES		11	12	4	14	13	8	7	9	.4	8
APPEARING MONTHLY											
Number Cities	*Population*										
29	Over 100,000	0	0	0	0	0	0	7	17	3	0
81	30,000 to 100,000	0	0	0	0	0	1	6	48	10	0
140	Less than 30,000	0	0	1	1	0	0	19	39	6	1
ALL 250 CITIES		0	0	.4	.4	0	.4	13	40	7	.8
APPEARING IRREGULARLY											
Number Cities	*Population*										
29	Over 100,000	3	10	45	28	21	28	24	17	31	7
81	30,000 to 100,000	3	6	46	33	26	35	46	21	40	10
140	Less than 30,000	4	11	48	34	38	41	30	26	26	9
ALL 250 CITIES		3	9	47	33	32	37	35	23	31	9
APPEARING NOT AT ALL											
Number Cities	*Population*										
29	Over 100,000	7	0	0	0	0	0	0	0	0	10
81	30,000 to 100,000	10	7	0	0	1	0	1	0	1	16
140	Less than 30,000	24	16	4	4	6	2	5	2	14	26
ALL 250 CITIES		17	12	2	2	4	1	3	1	8	21
NO ANSWER GIVEN											
Number Cities	*Population*										
29	Over 100,000	62	79	38	41	55	41	45	28	55	59
81	30,000 to 100,000	74	68	38	31	51	25	32	21	49	58
140	Less than 30,000	66	57	39	29	41	29	40	24	54	61
ALL 250 CITIES		68	63	38	31	46	29	38	24	53	60

This table is read the same as Table IV.

TABLE XVIII.

THE ATTITUDE OF DAILY NEWSPAPERS TOWARD PUBLIC SCHOOL SYSTEMS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

VI–4

Superintendents Located in Cities of	*Number of Superintendents Reporting*	*Number of Daily Papers Reported On*	*Active Support*	*Friendly Cooperation*	*Lack of Interest*	*Unfavorable Attitude*	*Hostile Attitude*	*Number of Superintendents Not Answering*
			%	%	%	%	%	
Over 100,000	22	53	43	40	2	6	9	7
30,000 to 100,000	72	202	38	43	12	5	2	9
Less than 30,000	125	372	38	44	10	5	3	15
All 250 Cities	219	627	39	43	10	5	3	31

Read the table as follows: 22 superintendents in cities of 100,000 and over reported that of 53 daily papers with which they had had experience 43% gave active support to the school system; 40%, friendly cooperation; etc.

TABLE XIX.

DISCUSSION OF SCHOOL MATTERS IN THE EDITORIALS OF DAILY NEWSPAPERS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

		Frequently	*Occasionally*	*Seldom*	*Never*	*No Answer*
Number of Cities	*Population*	%	%	%	%	%
29	Over 100,000	31	41	3	—	7
81	30,000 to 100,000	19	43	7	—	15
140	Less than 30,000	24	79	22	3	12
All 250 Cities		21	54	12	1	12

Read the table as follows: 31% of the newspapers in 29 cities of 100,000 and over discuss school matters in editorials frequently; 41%, occasionally; etc.

TABLE XX.

THE FREQUENCY WITH WHICH CERTAIN UNITS OF A CONTINUOUS CAMPAIGN HAVE BEEN CARRIED ON IN THE DAILY NEWSPAPERS

FROM THE REPORTS OF 250 SUPERINTENDENTS OF SCHOOLS

VI–5	*In 29 Cities of 100,000 and Over*		*In 81 Cities of 30,000 to 100,000*		*In 140 Cities of Less than 30,000*		*In All 250 Cities*	
Subject of the Campaign	*Number of Times Reported*		*Number of Times Reported*		*Number of Times Reported*		*Number of Times Reported*	
	Number	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*	*Number*	*Per cent*
Attendance	5	17	25	31	38	27	68	27
Health	11	38	39	48	62	44	112	45
Better Salaries	12	41	46	57	58	41	116	46
Buildings	12	41	55	68	74	53	141	56
Parent-Teacher Association	3	10	19	23	25	18	47	19
Playground	2	7	20	25	36	26	58	23
Thrift	9	31	30	37	48	34	87	35
Go to College	0	0	7	9	11	8	18	7
Illiteracy	6	21	15	19	20	14	41	16
School Week	7	24	27	33	44	31	78	31
What the School Is Doing	6	21	17	21	36	26	59	24
Recruiting of Teachers	2	7	4	5	5	4	11	4
Americanization	9	31	30	37	34	24	73	29
Night School	11	38	43	53	45	32	99	40
Go to High School	7	24	19	23	28	20	54	22
Safety First	13	45	29	36	20	14	62	25
Bond Issue	6	21	37	46	62	44	105	42
Patriotism	4	14	7	9	15	11	26	10
Know Your City	5	17	10	12	7	5	22	9
School Tax	1	3	0	0	0	0	1	.4
School Lunch	1	3	0	0	0	0	1	.4
Junior High School	1	3	1	1	1	1	3	1
Clean Up	0	0	2	2	1	1	3	1
Courtesy	0	0	1	1	0	0	1	.4
Good English	0	0	0	0	2	1	2	1
City Beautiful	0	0	1	1	0	0	1	.4
Junior Red Cross	0	0	1	1	0	0	1	.4
School Gardens	0	0	1	1	0	0	1	.4
No Answer	8	28	21	26	24	17	53	21

Read the table as follows: In 29 cities of 100,000 and over, 5 superintendents, or 17%, reported that they had carried on an attendance campaign in the daily newspapers; 11 superintendents, or 38%, a health campaign; etc.

TABLE XXI.

THE BEST EDITION OF NEWSPAPERS FOR CARRYING SCHOOL NEWS

FROM THE REPORTS OF 64 SUPERINTENDENTS OF SCHOOLS

VI–2		*Morning Edition*			*Afternoon and Evening Edition*			*Sunday Edition*		
Number of Cities	*Population*	*Ranked* 1	*Ranked* 2	*Ranked* 3	*Ranked* 1	*Ranked* 2	*Ranked* 3	*Ranked* 1	*Ranked* 2	*Ranked* 3
12	Over 100,000	3	5	4	8	2	2	1	5	6
24	30,000 to 10,000	5	7	12	10	10	4	9	7	8
28	Less than 30,000	4	10	14	14	10	4	11	7	10
All 64 Cities		12	22	30	32	22	10	21	19	24

Read the table as follows: Of superintendents in 12 cities of 100,000 and over, in which there were three newspaper editions published, 3 ranked the morning edition first in effectiveness; 5 ranked the morning edition second; etc.

THE DES MOINES REGISTER: MONDAY MORNING

"Jography" Is Fun With These Rubber Models

FLAG ONLY REDEEMING THING ABOUT OLD SCHOOL BUILDING

Dr. Englehardt, Expert in School Planning, Makes Inspection of East Main Street Structure and C

PUPILS WRESTLE WITH PROBLEMS OF 65 YEARS AGO

After Examination is Concluded Superintendent Reveals Their Source

COMPARE INSTRUCTION.

When 800 pupils of the eighth grades in the Wichita schools read The Eagle this morning, they will have revealed to them one of the greatest puzzles of their young lives. It will be an explanation of why they have been undergoing a strange mathematical test that appears to some, it is said, to have sprung from primitive days.

It is, in truth, an exact reproduction of an arithmetical examination given pupils of the ninth grade in Springfield, Mass., schools in 1856. The papers, together with correct answers, were discovered in the school ... Superintendent L. M. May ... days in 1895 and recently were ... duced in an Eastern magazine.

... Mayberry said he has been wondering whether there is much differ... between ninetyers and twentieth ...

The Public Schools---From The Teacher's Viewpoint

This is the eleventh of a series of interviews with Baltimore teachers.

"Irregular attendance, and not truancy, is the hardest problem confronting officers of the attendance department of the Baltimore public schools."

Mrs. Mabel A. Pumphrey, attendance officer, or "visiting teacher," in the western district, in making this statement, said that the general impression is that the work of the attendance officer is to run up the truant.

"A truant can always be found if a careful study of the case is made," said Mrs. Pumphrey. "Our hardest work is with the thoughtless parents, who keep their children to remain at home for the most trivial reasons. They do not intend to violate the law, but do so through ignorance. They do not realize that a child habitually absent soon knows he is unable to cope with the other children, loses interest and then leaves school altogether. Parents should co-operate."

Besides co-operation of the parents, Mrs. Pumphrey said that, as an attendance officer, she believed the Baltimore ... need of three ...

USE SEATS GRANDPARENTS USED

RAL SCHOOL ENDS HALF CENTURY OF SERVICE

THE UNION, MANCHESTER, N. H. W

High School Wireless Course Elective Study

HIGH SCHOOLS' SYSTEM UNIQUE

"House" Plan Held by Some To Be Wasteful and Costly.

Detroit high schools, with the exception of the Cass Technical High School and the Wilkins High School of Commerce, have a peculiar type of organization, practically unknown in the United States outside of Michigan. By means of this organization the high schools are divided into several "houses" which are in charge of house principals.

Due largely to this system the high schools have a large administrative staff, 85 out of 800 high school teachers, 11.8 per cent, being engaged in administrative work. Fifty of these 95 administrative teachers are house principals and their salaries cost the city $138,150

ONE-THIRD OF CANTON PUPILS OPEN ACCOUNTS IN NEW SCHOOL BANKS

Boys And Girls Save Money For Bicycles, For Clothes, For Dresses, For Mother And For College—Deposits Average Seven Cents.

Pupils of the Canton schools deposited an average of seven cents per capita or a total of $888.57 and 4,380 accounts were opened when the school banking system ... tically all work generally placed upon the teacher in such instances, as the keeping of accounts and books is done at the bank.

"The bank in which the funds of ... bears ... stall- ... sys- ... the ... lose ... the ... re- ... the ... ounts ...) ex- ... edu-

THE SALT LAKE TRIBUNE, SATURDAY MORN

School Girls Fashion Frocks and Frills

Inject Business Terms Into Lessons on Arithmetic in Schools of Akron

The new course of study in Arithmetic, compiled by Superintendent of Schools Carroll R. Reed, is now being used in the elementary grades in Akron public schools, and is proving successful.

The course of study is intended to ...

For the children in the third grade, a number of games have been suggested to teach the primary number facts and processes, such as "Jack Horner's Pie," "Bounce," "Tit Tat Too," and I am Thinking."

Use Business Terms.

The ... of the seventh grade ...

Education Factory Runs Night Shift And Trained Workers Are Its Product

Canton's high school plant runs a "night shift" for day workers. half-time methods are in the discard. The city's educational system keeps pace with modern industrial practice and is striving hard toward 100 percent production.

... school bell suspended business of teaching until the next morning. There was little thought that the same class rooms might serve for a host of persons unable for diverse reasons to obtain an education during daytime hours.

... Kinley High school building serve ... on Tuesday and Thursday nights as beacons to those who would overcome adverse circumstances, or create new opportunity by enrollment in the many courses embraced in the

OAKLAND, CALIFORNIA, SATURDAY

SMILING GIRLS PICTURE STYLES OLD AND NEW

Berkeley High Students Are Seen in Vaudeville Program.

BERKELEY, March 12.—Students at Berkeley high school proved themselves versatile artists last night with the staging of the annual vaudeville show in the high school auditorium. Several hundred dollars for school activities was netted by the clever performances.

As a particular feature of the show was a novel act, "The Vanity Box."

In Vanity Box

MISS NETTIE BANNETT, who stepped out of it at high school vaudeville

High School Papers To Get News by Wireless

Plans are being made to establish wireless communication between the high schools of the state, by the technical department of local high school ...

THE SAN DIEGO UNION: SATURDAY MORNING, FEBRUARY 26, 1921

400 Pupils From Coronado Invade Air Station; Inspect Everything in Sight From All Angles

... few of the 400 children of the Coronado public schools who made an official visit to ... naval air station at North Island Thursday morning. Under the personal direction of Capt. ... ing. Under the personal direction of Capt. J. H. Tomb, they "inspected" everything in sight ... and the big dirigible. They arrived in 50 automobiles.

SPECIAL FEATURE ARTICLES

(This is material which the Newspaper is eager to get)

CHAPTER V

SCHOOL NEWS FROM THE NEWSPAPER READER'S VIEWPOINT

GENERAL STATEMENTS

If it were known just what effect a piece of printed material would have upon the one who reads it in a newspaper, the value of that piece of publicity could be definitely stated.

This chapter is an attempt to discover by experiment which type of public school news is most interesting to the general newspaper reader.

In brief the conclusions arrived at are as follows:

There is rather close agreement on the part of 403 readers as to the interest created in their minds by ten different newspaper articles submitted to them for judgment.

In general, newspaper readers, without respect to their occupation, agreed in their judgments.

However, a group which may be designated as commercial publicity experts did not agree in some respects with the other occupational groups.

The scale on newspaper articles, together with a reproduction of the articles which determined the points on the scale, are not presented as a device to measure the effectiveness of newspaper articles in general. They are presented as an indication that in the minds of the general newspaper reading public, there is an agreement as to a good newspaper article on school matters and a poor one.

MATERIAL COLLECTED AND METHOD USED

A large number of newspaper clippings on the subject of the health of school children were collected. From these clippings those were selected which dealt with malnutrition. By a statistical process of selection, ten of these articles were chosen by 50 judges as ranking in fairly equal steps from lowest or worst to highest or best.

These ten articles were reproduced on a broadside which is presented as Form 5, page 82. Six hundred of these broadsides were distributed in all parts of the country, and to as many persons in as many different occupational groups as possible. These newspaper readers were asked to rank the articles in the order in which they aroused "the greatest interest in the health of school children". The exact instructions given can be ascertained from the "Directions" in form 5. The following are the facts relative to the replies received.

The Distribution of the Broadsides.

1. "Broadsides", on which each article was given some rank, were received from 403 judges.
2. These judges resided in 35 different states.
3. Of the judges, 162 were women and 241 were men.
4. From a statement of occupation reported on the broadside by each judge, they were divided into ten occupational groups as follows:

   (a) Public School Administrators.
   (b) High School Principals.
   (c) Public School Teachers.
   (d) Professional Advertising Women.
   (e) Housewives.
   (f) Persons in Professions other than Educational.
   (g) Persons in Business.
   (h) Clerical Workers.
   (i) Artisans and Laborers.
   (j) Newspaper Workers.

Statistical Treatment of the Judgments.

These 403 judges therefore represent both sexes, a wide geographical area and a diversified occupational status. They are fairly typical of the general newspaper reading public.

To the rankings received, the statistical method of right and wrong cases[1] was applied, the theory of which may be stated as follows: Differences that are equally often noticed are equal unless the differences are always or never noticed.

For the purpose of facilitating the work, the median ranking given to each article by each occupational group was determined.

The median ranking of each group is the middle value assigned by each group to each article. Half the judges gave each article a ranking less than its median or middle ranking, and half the judges gave the article a ranking greater than the median. In Table XXII, page 93 these medians are tabulated. A study of them shows the general agreement of all groups as to the value of each article. The exception is the advertising-women's group, which differs somewhat in opinion from the others.

[1] Fullerton and Cattel—On the Perception of Small Differences, pp. 12 ff.

It was desired from the judgments received to construct a rough scale which would indicate the relative value of the articles under consideration.

The theory of the method employed in deriving the scale was the same as that employed by Dr. M. B. Hillegas[1] in his derivation of a scale for the measurement of quality in English composition. It will not be discussed in detail here. The statistical material from which the scale was derived is found in Tables XXIII, XXIV, and XXV, pages 93 and 94.

A SCALE OF NEWSPAPER ARTICLES

It was evident from the judgments of the various groups that there was little variation as to the relative position which they assigned to each article. Therefore, the judgments of all the groups were brought together and a composite ranking obtained. Since the women advertisers as a group differed considerably from the others, their judgments are not included in the composite ranking but presented separately.

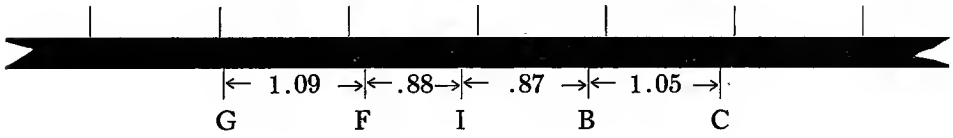
A graphic representation of the composite judgment is presented in Figure 1, below. The newspaper articles which are represented on the scale by the letters G, F, I, B, C, are presented in Figures 2, 3, 4, 5, and 6, pages 83 to 87 inclusive.

This scale means that of the ten newspaper articles judged by the composite group, Article G gave least interest in the health of school children, and Article C gave the most interest. Article F is 1.09 units "better" than Article G; Article I .88 units better than Article F; and so on. The articles illustrating this Scale are found in Figures 2 to 11, inclusive.

FIGURE 1.

A Scale of Newspaper Articles

A Graphic Representation of the Scale.



H falls between F and I
E falls between F and I

J falls between I and B
A falls between I and B

D falls between B and C.

[1]M. B. Hillegas—Scale for the Measurement of Qualities in English Composition by Young People, pp. 14 ff.

WHAT THE SCALE MEANS

An Explanation of the Scale.

1. Of the ten newspaper articles printed on the "broadside" Article G is considered the poorest in the composite opinion of all the judges. Article C is considered the best. The others are scattered between, as indicated on the scale.

2. How the unit of measurement is determined: Consider two hypothetical articles, X and Y. The unit of measurement on the scale would be the difference between X and Y if 75% of the judges agree that Article X is better than Article Y, and only 25% consider Article X worse than Article Y. In this hypothetical scale, Article X would be placed exactly one unit higher than Article Y. Returning to the newspaper scale with this unit of difference in mind, it will be seen that in the composite judgment there is a little more than one unit's difference between Article G and Article F,—to be exact, 1.09 of a unit's difference. This means that slightly more than 75% of the judges considered Article F better than Article G. In the same way, slightly less than 75% of the judges considered Article I better than Article F; and so on. In other words, the differences between Articles G and F, F and I, I and B, B and C, are nearly the same; in each case, this is a difference upon the direction of which approximately 75% of the judges agreed as illustrated above.

3. No absolute zero point was determined for the scale, and therefore the scale is relative not absolute. This means that no absolute value is assigned to the articles; Article G is not evaluated except in relation to the other nine articles; it is worse than any of them. In the same way, the position given to Article C is relative,—it is better than any one of the other nine. It is valid to state that Article C is approximately 2.80 units *better than F*, but we cannot state that C is three times or ten times as good as F. In other words, we can state that one article is so many units better than another article, but we cannot use any times-as-good comparison.

Articles not Represented on the scale

Articles A, D, E, H, and J, are not given a position on the scale, since it was desired to fix only those points which came nearest to differing one unit from each other. The relative position of these articles is as follows: Articles H and E both fall on the scale between Articles F and I. Articles J and A both fall on the scale between Articles I and B. Article D falls on the scale between Articles B and C. These articles are presented in Figures 7, 8, 9, 10, 11, pages 88 to 92 inclusive.

In general, the advertising-women's group ranks the articles the same as the others with the following exceptions: Article A is ranked by the women advertisers as the best article or highest on the scale in place of Article C, as chosen by the others; Article C, which the others give the highest rank, the advertising-women's group places much lower.

Newspaper Articles About the Health of School Children

DIRECTIONS

Write your name here .....

Post Office ..... State .....

Write your occupation here .....

FIRST, Read ALL the articles through.

THEN, Choose the article which gives you the GREATEST INTEREST in the health of school children. In the square ABOVE this article, put the figure 1 like this: [1]

NOW, Choose the article which gives you the LEAST INTEREST in the health of school children. In the square ABOVE this article, put the figure 10 like this: [10]

NOW, Choose the article which is SECOND IN THE INTEREST it gives you in the health of school children. Put a figure 2 in the square ABOVE it like this: [2]

NOW, As before, choose in turn the article which you consider to be 3rd, 4th, 5th, 6th, 7th, 8th, 9th. In the square ABOVE each article put the figure which indicates the interest which that article has for you.

When you have finished, you should have a FIGURE IN EACH OF THE TEN SQUARES

1 IN 5 CHILDRE
UNDER WEIG

$95,000 Planned by Sc Board To Feed Unde nourished Pupils.

As result of two reports t board of education, one sho that there are 9,000 danger undernourished school childre the city, and the other showing 20 per cent of the school childr three representative districts undernourished, the school b budget committee Tuesday de to ask tentatively for a $95,00 propriation to supplement the ing of these children in a scie way for one year.

Of this sum about $60,00 asked to supply lunches for 3,0 the undernourished children; rest of the money would care the board's appropriation for n for the anemic children, the the parental school and other r lar activities of past years. $95,000 is purely tentative and be revised when the complete sults of the health survey now ing taken in the schools is r Children who can afford to pay the lunches furnished in the sch will be asked to do so, Samu Mumford, board member, said.

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matter will come before the Council Jan. 19.

Mr. Mumford pointed out that the erection of the building would eliminate a $40,000 a year rent bill and that $450,000 could be obtained toward the payment of the building by the sale of the board of education property at 50 Broadway.

BUDGET IS CONSIDERED.

The board of education, meeting as a committee of the whole, began the consideration of the school budget yesterday. The gross askings of the maintenance fund were $13,283,253.48. Some of the important items going to make up this sum are $5,973,734 for the elementary schools; $1,931,941 for the high schools; $369,334 for the intermediate schools; $518,004 for special education, including the crippled, blind, deaf and anaemic children.

Three new open air units to accommodate 70 children each were requested. Next year it is estimated that the board will instruct 510 anaemic children, 120 blind, 183 deaf and 1,596 who have defective speech. The estimate for incorrigibles is 359 and for backward children, 2,165.

The budget showed an increase of 7 per cent in educational administration. This increase is due to the vocational bureau, the schedule increases of clerks, the employment of new clerks to relieve executives and additions to the staff of the psychological clinic.

WOULD COACH FOREIGNERS.

Plans for the spring census estimated the school population of the city at 231,700 and an appropriation of $16,000 was provided. In the elementary schools 90,356 children are expected to be enrolled; in the high schools, 13,667.

Provision is made in the budget for the coaching of foreigners by assigning 40 coaching teachers for this purpose.

A growth of 30 per cent was shown in the summer elementary schools and members of the board declared that the summer school expedited progress and tended towards the all year around school.

Three proposals for engineers and janitors' salaries were considered, but no action taken. A $25 increase was granted as a bonus to the engineers in 1919 and 1920, and the board committee suggested that now as living conditions were more normal, the engineers' salaries might be reduced either $15 or $20 a month.

The board, meeting as a committee of the whole, will continue its deliberations Wednesday afternoon. At that time or at the regular meeting Thursday night the building budget of $5,193,000 will be considered.

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Feeding Undernourished Done by Women's Clubs

At a meeting of the child welfare department of the Federation of Women's Clubs this morning the co-operation of Frank Cody, superintendent of schools, and Dr. Henry F. Vaughan, health commissioner in the department's proposed plan for feeding 3,000 of the city's 9,000 under-nourished school children was indorsed.

"The plan is not a new one to the child welfare department," said Mrs. W. H. Mortimer, chairman. "For three years the women's clubs of this city have fostered the idea that the work we have been doing would win the recognition of both the department of health and the board of education.

ASKED CODY'S AID.

"In a recent letter to Mr Cody we asked co-operation in this work, which it was our intention to carry on in larger proportions. The result has been so beneficial and satisfaction of parents so apparent that the federation hoped to carry its work into every school of the city.

"The department, however, is not entirely in favor of the plan outlined by Dr. Vaughan, which recommends that the hot meals be given free to these children. One of the aims of this department is to discourage the pauperizing of Detroit's citizens, and we believe that this would be an outgrowth of a free lunch plan. Lunches should be paid for by parents who are able to do so and only those children whose home conditions are found unsatisfactory by the visiting nurses assigned to the case should be given meals gratis."

MRS. NOVAK EXPLAINS.

Mrs. Charles M. Novak of the federation pointed out that the child welfare department has been serving lunches of milk and crackers for the past three years in 20 of the city's schools. More than 5,000 children benefited by this food which is served each day at 10 a. m.

The monthly reports given out this morning by members of the committee showed that during the 17 school days of December, $1,500 had been paid for milk and crackers. Pennies collected from children able to pay amounted to $1,389. The deficit was made up from the John Dodge fund which was given for this work several months ago. Increase in health and weight of the children partaking of these lunches was in great contrast to schools where no lunches were served during the month, according to Mrs. Mortimer.

Large Gains in Weig of Pupils Are Foun Class Worker on

Miss Mable Skilton, of Boston, nutrition-class worker with Dr. William R. P. Emerson, arrived in Rochester yesterday and visited several nutrition classes. Miss Skilton will remain in the city for two weeks visiting the present classes and assisting in organizing new classes. Dr. Emerson will come later to confer with nutrition workers.

Miss Skilton visited the class at No. 3 School, of which Miss Mildred Campbell and Dr. Miller have charge. The gains in this class have been excellent, one child having been graduated. Emmett Peake is the first child in the Rochester nutrition classes to "go over the top." His weight went from 55 1-4 pounds to 62 1-2 pounds in fourteen weeks. Next week he will be presented his diploma by Dr. Emerson and will receive a prize for being the first of the his class to be graduated. An important finding in the class at No. 3 School is that fourteen of twenty-one in the class are reported by their teachers to have improved mentally as well as physically. The total number of pounds gained in the fourteen weeks is 130. Of those who did not gain it was discovered that they were not getting to bed early.

"One of the best tricks to gain is going to bed early," said Miss Skilton in addressing the class. "Every boy and girl in a nutrition class should be in bed at 8:30."

The Mount Carmel nutrition class,

FOUND FIVE HUNDRED SCHOOL CHILDREN IN NASHUA SUFFERING FROM MALNUTRITION CAUSES

Dr. Wallace of That City Gives Important Address on Survey Results at Durham Farm Bureau Meeting

DURHAM, Jan. 12.—Over five hundred school children in the city of Nashua between the kindergarten age and the junior high school are under weight, stated Dr. Arthur Wallace of the Gate City, the only formal address of the day, on second day of the sixth annual New Hampshire Farm Bureau Federation meeting. He also said that similar conditions to those in Nashua and elsewhere are a menace to the state and the nation and suggested the desirability of passing legislation that will make it impossible for boys and girls suffering from the mal-nutrition and its consequences to obtain employment in factories, mills or elsewhere.

Hinders Growth.

"The tea and coffee habit, which hinders the growth of the tissues in children, is all too prevalent," declared Dr. Wallace and added, "Over 60 per cent of the children in Nashua are tea and coffee drinkers."

Depicting the startling conditions discovered when a survey of the health of the children attending the public schools of Nashua was made Dr. Wallace said it was found that only 25 per cent of the children were accustomed to drink milk. "During this survey," said Dr. Wallace, "It was discovered that 95 pupils out of 245 examined especially to discover malnutrition were underweight. You will readily see that that is almost 40 per cent."

Determined to prosecute the campaign of education and to try and correct the serious conditions found, as well as secure the co-operation of the parents of school children, those in charge of the survey adopted the slogan, "We believe that health is more than education alone."

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directed by Miss Lois Remage and Miss Mildred Warrant, with Dr. Caccamise as physician was next visited. It was found that a number of children had made excellent gains and that several were near graduation. All children in the class have given up tea and coffee and many are drinking milk. The highest gain in the class was three pounds, but the best chart in the class is owned by Joseph Mirabella, who has made a steady gain each week and has a good chance of going over the top in another week. This is a case where the child was more than 10 per cent. under weight.

Miss Skilton remarked that the children in the class looked better and held themselves better than when they entered, and some of the children had made such a gain that she scarcely recognized them. Miss Skilton impressed upon the children that "now is the time to grow." If under-weight condition persists it becomes chronic and is harder to correct in later life. Children taken in the early years of life can gain their weight much more readily and once gained, if no physical defects are present, the weight will not be lost. Graduates from nutrition classes, according to Miss Skilton, do not tend to lapse.

Miss Skilton is in the city under the auspices of the Tuberculosis Association of Rochester and Monroe County and will be a guest at the Century Club during her stay in Rochester.

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

WASTING LIVES

Ye editor has no head for figures and no inclination to make figures lie. Statistics are inconvenient to get and dry reading anyway, so we shall dispense with them and base our story on facts that you, kind reader, have only to look around you to verify.

Here are a few of these facts: (1) Babies are born every minute, many of them well and strong, many of them cursed with a heritage of disease; for "The Sins of the Parents Are Visited upon their children"—even to the third and fourth generation." (2) At the end of a year lilies are bowing over a multitude of little graves where the proud faces of mothers might have been bending over little cradles.

(3) In two years there are many more little mounds in God's acre and many more empty hearted mothers in our homes.

(4) In three years most of the weak little voices are never more to be heard on earth and, alas! many of the strong ones are hushed, and you say "God has taken them," "the Lord giveth and the Lord taketh away." And here permit a passing comment. The Lord gave the little child. True, and the Lord hath taken it back. True again, but we are not so sacriligious as to believe that the Lord was on "Indian Giver" and that He would jealously or wantonly or cruelly take away what He had given. Why not face the truth and acknowledge that God had taken back the little soul because we sacrificed the little body upon the altar of sin and ignorance or neglect Let clean, wise, thoughtful parents who lose a little child take comfort, i fthey can, in the belief that God had use in heaven for the little one; but there should be no such comfort for the father who defiled his body or the mother who became a mother with no knowledge of the care that the baby should have. Much less excuse or comfort should there be for parents who ignore their charge or delegate their parental duties to servants.

"Cruel, material philosophy." Do you say? Not at all, we are merely saying again what science admits and religion should admit if its doesn't, that: CHILD MORTALITY IS THE DISGRACE OF THE RACE. It is a disgrace because

IT IS PREVENTABLE.

But to resume our arraignment of facts: (5) In four years the fittest children of the fittest parents have survived; also some born weak and some who have had weakness thrust upon them.

(6) Now comes the time when childhood runs the gauntlet of "Children's diseases." Mumps, measles, diphtheria, whooping cough and scarlet fever, aid the grim reaper to take toll of our little ones. For we have raised no fortifications against him—have put no barriers before him. Like Indian fatalists our cry is "Kismet" or weakly call upon our faith instead of accusing ourselves of ignorance.

(7) But there are still many of our babies left. By this time they are in school, thousands of them—selected group that has survived the ordeals of infancy and early childhood; surely these shall develop to strong, sturdy manhood and womanhood. Let us see.

A Glimpse of the Schoolroom.

(8) Let's look in on average fourth or fifth or sixth grades—not as physicians or nurses but just as parents with our eyes open. Five pupils wearing glasses. Why? That's another story; but they show parental attention and mentally we give father a plus mark. Five more frowning or bending over books, some with red eyelids and inflamed eyes—the frowns are not from displeasure nor the eyes red with anger. It's eye strain. What causes it? Why isn't the cause removed and the condition corrected? Some one is blundering and the child is paying for the blunder. Over in the corner—a vacant face, parted lips, pale, round shouldered, a typical "mouth-breather." Why? Why doesn't some one throw out the life-line to this child before it's too late?

Middle row—halfway back—pale little girl, narrow chested, with dreamy eyes too bright if disease has begun, too dull if poor nutrition has not gone too far. A candidate for the open air class or the tuberculous ward. Your choice now, later there will be no choice. Why doesn't somebody choose life for this child?

Another frowning face, this time it's evidently discontent, ill temper—not eyes—a misfit in the class. He needs something to do that he can do—hand work, book work, that is practical. He's the opportunity school type, but he isn't in the opportunity school because there isn't enough room for him. What's the answer? More opportunity schools, of course, or one a good deal larger than that we now have.

A stolid face in the back seat attracts our attention. "Very slow, never recites—deaf." A tragedy in five words. The answer: Special class with special attention, lip reading, deaf children Shall there be more? It's up to you, Mr. Taxpayer. By the way, how much is a child's life worth, anyway?

Turn to the Weight Chart.

We turn to a chart on the wall. It's story is told in figures that do not lie, for they are the record of the scale which is an instrument of precision. And the story of the scale as recorded on the chart is that one child out of every five is below the weight that his height demands. "What's the cause?" "Malnutrition." "What causes malnutrition?" Bad food. What's the result? I refer you to a medical dictionary, begin almost anywhere and read both ways.

People of Buffalo, these rather unpleasant stories have only one purpose. To enlist you in an army that shall fight intelligently for the preservation and welfare of our children.

How soon shall you be ready for the health crusade?

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CHILD'S WEIGHT IMPORTANT

Undernourished One Is at Disadvantage, Herman J. Norton Shows.

"A child who is 10 per cent, or more under weight cannot be expected to progress as rapidly and successfully in school as a child who is up to normal," said Herman J. Norton, director of physical education of the Board of Education, in speaking before the League of Women Voters at No. 194 West avenue last evening.

"Nutrition classes have already been established in some of the public schools and we hope before long to be able to conduct classes in all of the schools. The results obtained so far have been remarkable. It is surprising to see the number of children who are really suffering from malnutrition."

Mr. Norton illustrated his talk with slides prepared by Dr. William R. P. Emerson, of Boston, who was brought to this city recently by the Tuberculosis Association, and who started the classes. Mr. Norton will give talks to other organizations that desire to learn more of

DIRECTIONS

Write your name here.....

Post Office..... State.....

Write your occupation here.....

FIRST, Read ALL the articles through.

THEN, Choose the article which gives you the GREATEST INTEREST in the health of school children. In the square ABOVE this article, put the figure 1 like this: [1]

NOW, Choose the article which gives you the LEAST INTEREST in the health of school children. In the square ABOVE this article, put the figure 10 like this: [10]

NOW, Choose the article which is SECOND IN THE INTEREST it gives you in the health of school children. Put a figure 2 in the square ABOVE it like this: [2]

NOW, As before, choose in turn the article which you consider to be 3rd, 4th, 5th, 6th, 7th, 8th, 9th. In the square ABOVE each article put the figure which indicates the interest which that article has for you.

When you have finished, you should have a FIGURE IN EACH OF THE TEN SQUARES.

BE SURE YOU HAVE FILLED IN YOUR NAME AND OCCUPATION ABOVE.

MAIL TO: R. G. REYNOLDS
Teachers College
New York City

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Dr. Wallace related in detail how the survey committee has been working for the past year to eradicate the causes of malnutrition discovered among the Nashua children. He said that a system of educational training to teach the parents and the children how to co-operate in eliminating the deplorable consequences of malnutrition has been inaugurated and this system has already shown much results.

Actual feeding in some of the schools has been attempted and the drinking of cocoa and milk in lieu of the all too prevalent use of tea and coffee has been persistently encouraged.

Dr. Wallace intimated that Nashua is not the only community in which school children are suffering from malnutrition and its bad effects, and left the impression on the audience that a similar carefully conducted survey will reveal approximately the same condition in any urban or rural community.

orthwestern Club to Open Clinic Monday

THE regular meeting of the Northwestern Woman's Club was held at Diamond Temple, Jan. 3. interpretation of Van Dyke's Other Wise Man," was given rs. Wirick Shafor. Mrs. Ber- Stoll, pianiste, gave the Fan- Impromptu (Chopin). Mrs. Maney, accompanied by Mrs. rick Covert, sang a group of by Burleigh. Both numbers thoroughly enjoyed.

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School Health Workers Call 5-Cent Milk High

Hygiene Committee Chairman Seeking Means To Secure Nourishment For Children At Cheapest Possible Cost Asks Aid Of Dr. Buckler In Formulating Plan.

The hygiene committee of the School Board, to which the question of extending the milk service in the schools was referred by the board, appealed today to Dr. Warren H. Buckler, director of health work in the schools, for a plan whereby this could be accomplished.

Theodore E. Straus, chairman of the committee, said there is a fund of about $1,000 which had been provided for school luncheons which might be available for such work. It is felt that the price of 5 cents a half-pint, which was quoted by the Baltimore Dairy Council to the School Board in their offer to sell milk at that price to the schools and to supply children who could not afford to pay, was too high. In Dr. Henry S. West's report to the School Board outlining the present system of serving milk, it was pointed out that at School No. 6, the only school where every child drinks his half pint of milk daily the children paid only 3 cents a half-pint, and that at School No. 39 milk was sold at 4 cents a half-pint. It is declared that the children be provided milk at wholesale price.

Council Is Interested.

At the Baltimore Dairy Council it was stated that the proposition to extend the milk service in the schools had aroused much interest among the teachers. Nineteen schools have asked for further information on the subject and indicated that the service would be welcomed if the School Board agreed.

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MOTHERS' CLUB SUCCEED

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Some one is blundering and the child is paying for the blunder. Over in the corner—a vacant face, parted lips, pale, round shouldered, a typical "mouth-breather." Why? Why doesn't some one throw out the life-line to this child before it's too late?

Middle row—halfway back—pale little girl, narrow chested, with dreamy eyes too bright if disease has begun, too dull if poor nutrition has not gone too far. A candidate for the open air class or the tuberculous ward. Your choice now, later there will be no choice. Why doesn't somebody choose life for this child?

Another frowning face, this time it's evidently discontent, ill temper—not eyes—a misfit in the class. He needs something to do that he can do—hand work, book work, that is practical. He's the opportunity school type, but he isn't in the opportunity school because there isn't enough room for him. What's the answer? More opportunity schools, of course, or one a good deal larger than that we now have.

A stolid face in the back seat attracts our attention. "Very slow, never recites—deaf." A tragedy in five words. The answer: Special class with special attention, lip reading, deaf children. Shall there be more? It's up to you, Mr. Taxpayer. By the way, how much is a child's life worth, anyway?

Turn to the Weight Chart.

We turn to a chart on the wall. It's story is told in figures that do not lie, for they are the record of the scale which is an instrument of precision. And the story of the scale as recorded on the chart is that one child out of every five is below the weight that his height demands. "What's the cause?" "Malnutrition." "What causes malnutrition?" Bad food. What's the result? I refer you to a medical dictionary, begin almost anywhere and read both ways.

People of Buffalo, these rather unpleasant stories have only one purpose. To enlist you in an army that shall fight intelligently for the preservation and welfare of our children.

How soon shall you be ready for the health crusade?

CHILD'S WEIGHT IMPORTANT

Undernourished One Is at Disadvantage, Herman J. Norton Shows.

"A child who is 10 per cent, or more under weight cannot be expected to progress as rapidly and successfully in school as a child who is up to normal," said Herman J. Norton, director of physical education of the Board of Education, in speaking before the League of Women Voters at No. 194 West avenue last evening.

"Nutrition classes have already been established in some of the public schools and we hope before long to be able to conduct classes in all of the schools. The results obtained so far have been remarkable. It is surprising to see the number of children who are really suffering from malnutrition."

Mr. Norton illustrated his talk with slides prepared by Dr. William R. P. Emerson, of Boston, who was brought to this city recently by the Tuberculosis Association, and who started the classes. Mr. Norton will give talks to other organizations that desire to learn more of his phase of health education work.

SCHOOL PUPILS IN BERKELEY UNDER WEIGHT

BERKELEY, Feb. 19. -- Fifty per cent of the pupils in five Berkeley schools visited have been found to be underweight, says Miss Florence Boddy, superintendent of health visitors of the college city.

The pounds which are lacking to bring the children up to normal vary from 1½ to 13½, states Miss Boddy, the average being 7-35 pounds. Discovery of the hsortcomings of the pupils followed weighing done by school nunrses under Miss Boddy's supervision.

Defects found in children in all of the Berkeley schools numbered 2452 with the beginning of school nursing work last year, says Miss Boddy. Special attention is being given by the health visitors to the curing of speech defects and a clinic for this purpose has been opened for children of the city at the Berkeley dispensary.

MEAL COURSE HELPS UNDERWEIGHT GIRLS

Masten High School Pupils Drink Milk, Eat Graham Biscuits Daily.

War has been declared on undernourishment at Masten Park High school. Under the leadership of Mary Krieg, in charge of physical training, more than 100 girls, all underweight, are taking the "meal course" and are gaining in avoirdupois.

This course was begun last fall under the direction of Lillian McDonald, now on a leave of absence in New York. Last term 103 took the course. Most of them come from comfortable homes where they can eat plenty of food, but sometimes they do not eat enough of the right kind of food and this shows in their weight and general health.

Unlike any other course in the high school, there are no credits or no home work in this. When a girl is found underweight all that is required of her is that every morning at 9:45 o'clock, after registering, she shall drink a glass of milk and eat a graham biscuit.

Department records show how beneficial this simple regimen has proved. Nearly all the girls both last term and this have gained in weight.

Teachers also impress on the girls the necessity of sufficient exercise, plenty of sleep, the proper kinds and quantities of food and other matters of hygiene.

"Sometimes we have trouble with girls," said Helen Blackman, who assists Miss Krieg. "Some just cannot take milk. But for the most part the girls are delighted with this idea. The domestic science department has been helpful to us."

SUCCEEDS IN IMPROVING CHILDREN'S HEALTH

ing was planned for February in the assembly room of the Hancock school when exhibit posters were on view. At this gathering the 'health alphabet' book was distributed as souvenirs. The school nurse requested co-operation of parents and children. Dr. E. A. Meyerding and with one of his assistants demonstrated operation of scales and explained the system. All the boys and girls of the school has now been weighed and measured and the club will again car Miss Cordinier at a special program at 3 P. M. Wednesday at the school. Mrs. Inez C. Bucklin's dramatization from "Cho-Cho and the Health Fairy" will be given by the little children of the school.

The Mothers' club has its eye on efficiency and a rest room for the teachers. With this in mind an entertainment and community reception will take place at 8 P. M. tomorrow in the assembly room of the school. A vaudeville and olden day program with tableaux and songs in costume has been planned by Mrs. M. E. Old and Mrs. Bucklin. Mrs. J. E. Rounds will give a short talk. A silver offering will be taken for the club's new project, that of a rest room for the school's instructors. Mrs. M. F. Ernst is president of the club and Mrs. W. W. Meiners is secretary. Mrs. J. S. Huggett is chairman of milk committee; Mrs. Sidney Horsley, child welfare, and Mrs. Thomas P. Beyer, program.

Opened Last Spring.

The milk station opened last spring. The average daily distribution was 400 bottles, each child paying 3 cents a bottle. The early part of this year with milk at 4 cents consumption decreased. After Christmas, however, following the impetus of the child welfare rally with milk again at 3 cents the distribution reached 310 bottles daily. With the coming of the weighing and measuring program daily distribution reached 432 bottles. The Hancock milk station is the only one in the city that has been self supporting from its beginning. Mrs. Huggett with her staff of twenty helpers operate the station. She appears every day and proves a veritable house-mother to the school kiddies. First she was known among the boys and girls as the "milk-teacher," now she is the "milk mother."

The children are interested in being weighed and measured. Mrs. R. A. Johnson has charge of the work and has three assistants. The work has developed to such an extent that five assistants are kept busy. In the enrollment of 893 children 211 or 24 per cent or more are underweight; 110 or 12½ per cent are 10 per cent underweight. The 7 per cent underweights will be weighed each month and all the children will again be weighed before school closes for the summer vacation. It is a plan of the mothers to have a nutrition class for the number of underweights. Co-operation of the principal of the school, Miss Edith Taylor, the teachers, nurses, parents and children has made the work a profitable and pleasurable one, said mothers yesterday. The helpers are all volunteers.

The five newspaper articles which follow are the ones represented on the scale.

FIGURE 2.

Newspaper Article—G.

Northwestern Club to Open Clinic Monday

THE regular meeting of the Northwestern Woman's Club was held at Diamond Temple, Jan. 3.

An interpretation of Van Dyke's "The Other Wise Man," was given by Mrs. Wirick Shafor. Mrs. Bertha Stoll, pianiste, gave the Fantasie Impromptu (Chopin). Mrs. John Maney, accompanied by Mrs. Frederick Covert, sang a group of songs by Burleigh. Both numbers were thoroughly enjoyed.

Mrs. B. R. East, chairman of the child welfare committee, introduced Dr. Palmer, of the board of education, who spoke of the malnutrition clinic to be opened in the Clinton School, Jan. 10, by the Northwestern Woman's Club with the co-operation of the Visiting Nurses' Association and the board of health.

It is the intention of the clinic to give a substantial noon meal to a group of 50 children, and the result of this experiment will enable the board of education to definitely decide future action in the matter.

Miss Nila Smith, supervisor of the primary grades of the city schools, spoke from the standpoint of the teacher of the "project" method which is now being used in the schools.

Miss Elizabeth Cleveland, supervisor of vocational training, extended an invitation to the club to visit the new Teachers' College.

The philanthropic committee, Mrs. Walter Parmalee, chairman, announces an evening of cards and dancing at the Federation Clubhouse, Jan. 14.

The next meeting of the study class will be held Jan. 10. Mrs. Willard Underill will present a paper, "Progress of Modern Invention." Roll call will be responded to by a summary of "Things we would like to have invented."

FIGURE 3.

Newspaper Article—F.

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FIGURE 4.

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FIGURE 5.

Newspaper Article—B.

Large Gains in Weight and Health of Pupils Are Found by Nuritition Class Worker on Her Visit to City

Miss Mable Skilton, of Boston, nutrition-class worker with Dr. William R. P. Emerson, arrived in Rochester yesterday and visited several nutrition classes. Miss Skilton will remain in the city for two weeks visiting the present classes and assisting in organizing new classes. Dr. Emerson will come later to confer with nutrition workers.

Miss Skilton visited the class at No. 3 School, of which Miss Mildred Campbell and Dr. Miller have charge. The gains in this class have been excellent, one child having been graduated. Emmett Peake is the first child in the Rochester nutrition classes to "go over the top." His weight went from 55 1-4 pounds to 62 1-2 pounds in fourteen weeks. Next week he will be presented his diploma by Dr. Emerson and will receive a prize for being the first of the his class to be graduated. An important finding in the class at No. 3 School is that fourteen of twenty-one in the class are reported by their teachers to have improved mentally as well as physically. The total number of pounds gained in the fourteen weeks is 130. Of those who did not gain it was discovered that they were not getting to bed early.

"One of the best tricks to gain is going to bed early," said Miss Skilton in addressing the class. "Every boy and girl in a nutrition class should be in bed at 8:30."

The Mount Carmel nutrition class, directed by Miss Lois Remage and Miss Mildred Warrant, with Dr. Caccamise as physician was next visited. It was found that a number of children had made excellent gains and that several were near graduation. All children in the class have given up tea and coffee and many are drinking milk. The highest gain in the class was three pounds, but the best chart in the class is owned by Joseph Mirabella, who has made a steady gain each week and has a good chance of going over the top in another week. This is a case where the child was more than 10 per cent. under weight.

Miss Skilton remarked that the children in the class looked better and held themselves better than when they entered, and some of the children had made such a gain that she scarcely recognized them. Miss Skilton impressed upon the children that "now is the time to grow." If under-weight condition persists it becomes chronic and is harder to correct in later life. Children taken in the early years of life can gain their weight much more readily and once gained, if no physical defects are present, the weight will not be lost. Graduates from nutrition classes, according to Miss Skilton, do not tend to lapse.

Miss Skilton is in the city under the auspices of the Tuberculosis Association of Rochester and Monroe County and will be a guest at the Century Club during her stay in Rochester.

FIGURE 6.

Newspaper Article—C.

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

WASTING LIVES

Ye editor has no head for figures and no inclination to make figures lie. Statistics are inconvenient to get and dry reading anyway, so we shall dispense with them and base our story on facts that you, kind reader, have only to look around you to verify.

Here are a few of these facts: (1) Babies are born every minute, many of them well and strong, many of them cursed with a heritage of disease; for "The Sins of the Parents Are Visited upon their children"—even to the third and fourth generation." (2) At the end of a year lilies are bowing over a multitude of little graves where the proud faces of mothers might have been bending over little cradles.

(3) In two years there are many more little mounds in God's acre and many more empty hearted mothers in our homes.

(4) In three years most of the weak little voices are never more to be heard on earth and, alas! many of the strong ones are hushed, and you say "God has taken them," "the Lord giveth and the Lord taketh away." And here permit a passing comment. The Lord gave the little child. True, and the Lord hath taken it back. True again, but we are not so sacriligious as to believe that the Lord was on "Indian Giver" and that He would jealously or wantonly or cruelly take away what He had given. Why not face the truth and acknowledge that God had taken back the little soul because we sacrificed the little body upon the altar of sin and ignorance or neglect. Let clean, wise, thoughtful parents who lose a little child take comfort, i fthey can, in the belief that God had use in heaven for the little one; but there should be no such comfort for the father who defiled his body or the mother who became a mother with no knowledge of the care that the baby should have. Much less excuse or comfort should there be for parents who ignore their charge or delegate their parental duties to servants.

"Cruel, material philosophy." Do you say? Not at all, we are merely saying again what science admits and religion should admit if its doesn't, that:

CHILD MORTALITY IS THE DISGRACE OF THE RACE. It is a disgrace because

IT IS PREVENTABLE.

But to resume our arraignment of facts: (5) In four years the fittest children of the fittest parents have survived; also some born weak and some who have had weakness thrust upon them.

(6) Now comes the time when childhood runs the gauntlet of "Children's diseases." Mumps, measles, diphtheria, whooping cough and scarlet fever, aid the grim reaper to take toll of our little ones. For we have raised no fortifications against him—have put no barriers before him. Like Indian fatalists our cry is "Kismet" or weakly call upon our faith instead of

(7) But there are still many of our babies left. By this time they are in school, thousands of them—selected group that has survived the ordeals of infancy and early childhood; surely these shall develop to strong, sturdy manhood and womanhood. Let us see.

A Glimpse of the Schoolroom.

(8) Let's look in on average fourth or fifth or sixth grades—not as physicians or nurses but just as parents with our eyes open. Five pupils wearing glasses. Why? That's another story; but they show parental attention and mentally we give father a plus mark. Five more frowning or bending over books, some with red eyelids and inflamed eyes—the frowns are not from displeasure nor the eyes red with anger. It's eye strain. What causes it? Why isn't the cause removed and the condition corrected? Some one is blundering and the child is paying for the blunder. Over in the corner—a vacant face, parted lips, pale, round shouldered, a typical "mouth-breather." Why? Why doesn't some one throw out the life-line to this child before it's too late?

Middle row—halfway back—pale little girl, narrow chested, with dreamy eyes too bright if disease has begun, too dull if poor nutrition has not gone too far. A candidate for the open air class or the tuberculous ward. Your choice now, later there will be no choice. Why doesn't somebody choose life for this child?

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Turn to the Weight Chart.

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How soon shall you be ready for the health crusade?

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FIGURE 7.

Newspaper Article—H.

School Health Workers Call 5-Cent Milk High

Hygiene Committee Chairman Seeking Means To Secure Nourishment For Children At Cheapest Possible Cost Asks Aid Of Dr. Buckler In Formulating Plan.

The hygiene committee of the School Board, to which the question of extending the milk service in the schools was referred by the board, appealed today to Dr. Warren H. Buckler, director of health work in the schools, for a plan whereby this could be accomplished.

Theodore E. Straus, chairman of the committee, said there is a fund of about $1,000 which had been provided for school luncheons which might be available for such work. It is felt that the price of 5 cents a half-pint, which was quoted by the Baltimore Dairy Council to the School Board in their offer to sell milk at that price to the schools and to supply children who could not afford to pay, was too high. In Dr. Henry S. West's report to the School Board outlining the present system of serving milk, it was pointed out that at School No. 6, the only school where every child drinks his half pint of milk daily the children paid only 3 cents a half-pint, and that at School No. 39 milk was sold at 4 cents a half-pint. It is declared that the children be provided milk at wholesale price.

Council Is Interested.

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FIGURE 8.

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"Nutrition classes have already been established in some of the public schools and we hope before long to be able to conduct classes in all of the schools. The results obtained so far have been remarkable. It is surprising to see the number of children who are really suffering from malnutrition."

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FIGURE. 10

Newspaper Article—A.

.N 5 CHILDREN UNDER WEIGHT

$95,000 Planned by School Board To Feed Undernourished Pupils.

As result of two reports to the board of education, one showing that there are 9,000 dangerously undernourished school children in the city, and the other showing that 20 per cent of the school children in three representative districts are undernourished, the school board budget committee Tuesday decided to ask tentatively for a $95,000 appropriation to supplement the feeding of these children in a scientific way for one year.

(his sum about $60,000 is ask to supply lunches for 3,000 of the undernourished children; the rest of the money would care for the board's appropriation for meals for the anemic children, the deaf, the parental school and other regular activities of past years. The $95,000 is purely tentative and will be revised when the complete results of the health survey now being taken in the schools is made Children who can afford to pay for the lunches furnished in the schools will be asked to do so, Samuel C. Mumford, board member, said.

20 PER CENT UNDERNOURISHED.

upplementary estimate for fee...g undernourished children will be considered in a week or 10 days. A department of health survey of the city, according to Dr. Henry F. Vaughan, health commissioner, showed the number of dangerously undernourished. Mr. Mumford told the board that a survey made in three different types of districts showed that 20 per cent of the children were undernourished. This was true even among children of the well-to-do. He announced that all the children in the city would be weighed and measured to determine how widespread the undernourishment was and a thorou... ...ing study would be made.

t a joint meeting of the boa... ...cation and the library commission Tuesday it was decided to request the Common Council to lease the property on the present downtown library site for the purpose of building a joint board of education administration building and branch library. The present ... expires next year and the ... on the property is condemn...

matter ... come before the Council Jan. ...

Mr. ...ord pointed out that ...e erectio... the building would eliminate a $40,000 a year rent bill and that $450,000 could be obtained toward the payment of the building by the sale of the board of education property at 50 Broadway.

BUDGET IS CONSIDERED.

The board of education, meeting as a committee of the whole, began the consideration of the school budget yesterday. The gross askings of the maintenance fund were $13,283,253.48. Some of the important items going to make up this sum are $5,973,734 for the elementary schools; $1,931,941 for the high schools; $309,334 for the intermediate schools; $518,004 for special education, including the crippled, blind, deaf and anaemic children.

Three new open air units to accommodate 70 children each were requested. Next year it is estimated that the board will instruct 510 anaemic children, 120 blind, 183 deaf and 1,596 who have defective speech. The estimate for incorrigibles is 359 and for backward children, 2,165.

The budget showed an increase of 7 per cent in educational administration. This increase is due to the vocational bureau, the schedule increases of clerks, the employment of new clerks to relieve executives and additions to the staff of the psychological clinic.

WOULD COACH FOREIGNERS.

Plans for the spring census estimated the school population of the city at 231,700 and an appropriation of $16,000 was provided. In the elementary schools 90,356 children are expected to be enrolled; in the high schools, 13,667.

Provision is made in the budget for the coaching of foreigners by assigning 40 coaching teachers for this purpose.

A grow... of 30 per cent was shown in the summer elementary schools and members of the board declared that the summer school expedited progress and tended towards the all year around school.

hree proposals for engineers ...d janitors' salaries were considered, but no action taken. A $25 increase was granted as a bonus to the engineers in 1919 and 1920, and the board committee suggested that now as living conditions were more normal, the engineers' salaries might be reduced either $15 or $2... a month.

The board, meeting as a committee of the whole, will continue its deliberations Wednesday afternoon. At that time or at the regular meeting Thursday night the building budget of $5,493,000 will be considered.

Feeding Undernourished ...ne by Women's Clubs

... a meeting of the child welfare ...artment of the Federation of Women's Clubs this morning the co-operation of Frank Cody, superintendent of schools, and Dr. Henry F. Vaughan, health commissioner, in the department's proposed plan for feeding 3,000 of the city's 9,000 under-nourished school children was indorsed.

"The plan is not a new o... ...o the child welfare department," said Mrs. W. H. Mortimer, chairman. "For three years the women's clubs of this city have fostered the idea that the work we have been doing would win the recognition of both the department of health and the board of education.

ASKED CODY'S AID.

"In a recent letter to Mr Cody we asked co-operation in this work, which it was our intention to carry on in larger proportions. The result has been so beneficial and satisfaction of parents so apparent that the federation hoped to carry its work into every school of the city.

"The department, however, is not entirely in favor of the plan outlined by Dr. Vaughan, which recommends that the hot meals be given free to these children. One of the aims of this department is to discourage the pauperizing of Detroit's citizens, and we believe that this would be an outgrowth of a free lunch plan. Lunches should be paid for by parents who are able to do so and only those children whose home conditions are found unsatisfactory by the visiting nurses assigned to the case should be given meals gratis."

MRS. NOVAK EXPLAINS.

Mrs. Charles M. Novak of the federation pointed out that the child welfare department has been serving lunches of milk and crackers for the past three years in 20 of the city's schools. More than 5,000 children benefited by this food which is served each day at 10 a. m.

The monthly reports given out this morning by members of the committee showed that during the 17 school days of December, $1,500 had been paid for milk and crackers. Pennies collected from children able to pay amounted to $1,389. The deficit was made up from the John Dodge fund which was given for this work several months ago. Increase in health and weight of the children partaking of these lunches was in great contrast to schools where no lunches were served during the month, according to Mrs. Mortimer.

FIGURE 11.

Newspaper Article—D.

FOUND FIVE HUNDRED SCHOOL CHILDREN IN NASHUA SUFFERING FROM MALNUTRITION CAUSES

Dr. Wallace of That City Gives Important Address on Survey Results at Durham Farm Bureau Meeting

DURHAM, Jan. 12.—Over five hundred school children in the city of Nashua between the kindergarten age and the junior high school are under weight, stated Dr. Arthur Wallace of the Gate City, the only formal address of the day, on second day of the sixth annual New Hampshire Farm Bureau Federation meeting. He also said that similar conditions to those in Nashua and elsewhere are a menace to the state and the nation and suggested the desirability of passing legislation that will make it impossible for boys and girls suffering from the mal-nutrition and its consequences to obtain employment in factories, mills or elsewhere.

Hinders Growth.

"The tea and coffee habit, which hinders the growth of the tissues in children, is all too prevalent," declared Dr. Wallace and added, "Over 60 per cent of the children in Nashua are tea and coffee drinkers."

Depicting the startling conditions discovered when a survey of the health of the children attending the public schools of Nashua was made Dr. Wallace said it was found that only 25 per cent of the children were accustomed to drink milk. "During this survey," said Dr. Wallace, "It was discovered that 95 pupils out of 248 examined especially to discover malnutrition were underweight. You will readily see that that is almost 40 per cent."

Determined to prosecute the campaign of education and to try and correct the serious conditions found, as well as secure the co-operation of the parents of school children, those in charge of the survey adopted the slogan, "We believe that health is more than education alone."

The results of the campaign disclosed five causes which contributed to the deplorable health conditions existing among the Nashua school children. These five causes, declared Dr

(Continued on Page Three.)

SUFFERING

(Continued from Page One.)

Wallace, were first, bad tonsils and adenoids; second, bad teeth; third, excessive fatigue; fourth, insufficient food; fifth, bad habits of living.

Many defects.

Examination of the children, Dr. Wallace said, showed that practically every case manifested such symptoms as curvature of the spine, flabby muscles, stooped shoulders and a haggered, sober expression.

Dr. Wallace related in detail how the survey committee has been working for the past year to eradicate the causes of malnutrition discovered among the Nashua children. He said that a system of educational training to teach the parents and the children how to co-operate in eliminating the deplorable consequences of malnutrition has been inaugurated and this system has already shown much results.

Actual feeding in some of the schools has been attempted and the drinking of cocoa and milk in lieu of the all too prevalent use of tea and coffee has been persistently encouraged.

Dr. Wallace intimated that Nashua is not the only community in which school children are suffering from malnutrition and its bad effects, and left the impression on the audience that a similar carefully conducted survey will reveal approximately the same condition in any urban or rural community.

TABLE XXII.

MEDIAN RANKINGS GIVEN TO TEN NEWSPAPER ARTICLES BY TEN GROUPS OF JUDGES

Read the Tables as follows: Of 85 School Administrators, one half placed on Article A, a value less than 4.1 and one half placed on Article A, a value greater than 4.1.

Groups	*Number of Judges*	*Median Ranking Given to Each Sample*									
		A	B	C	D	E	F	G	H	I	J
1. School Administrators	85	4.1	3.3	1.	3.3	6.6	7.4	10.	6.9	5.5	5.3
2. High School Principals	87	4.1	3.9	1.3	2.9	7.6	7.3	9.8	6.5	5.7	5.4
3. School Teachers	61	4.4	3.	1.4	3.1	7.	7.8	9.7	7.5	5.6	5.
4. Advertising Women	34	1.3	3.3	4.3	3.6	5.4	8.4	9.8	5.5	6.	5.6
5. Housewives	37	4.6	3.7	1.3	3.8	6.	8.1	9.8	7.4	5.9	5.1
6. Persons in Professions	34	2.5	4.1	1.5	3.4	7.2	8.2	9.7	7.5	5.1	5.7
7. Persons in Business	24	3.	3.5	1.4	4.5	7.1	7.	9.8	7.5	5.2	5.5
8. Clerical Workers	12	4.	3.8	1.4	3.2	6.5	7.5	9.7	8.5	3.	5.2
9. Artisans and Laborers	24	4.5	4.5	1.5	3.1	6.8	7.8	9.2	6.5	4.1	5.8
10. Newspapers Workers	5	3.3	5.8	8.	2.3	6.	4.3	9.9	5.3	5.2	4.

TABLE XXIII.

THE NUMBER OF "BETTER" JUDGMENTS OF 369 INDIVIDUALS IN RANKING THE TEN ARTICLES

Articles Compared	*Articles with which comparison is made*								
	F	H	E	I	J	A	B	D	C
G	86	73	60	35					
F		174	239	102	71				
H			208	119	100	94			
E				134	116	82			
I					182	137	103		
J						137	107	116	
A							171	144	99
B								164	89
D									100
C									

Read the table as follows: 86 of the 369 individuals considered Article G "better" than Article F; 73 considered Article G "better" than Article H; 174 considered Article F "better" than Article H; etc.

TABLE XXIV.

THE NUMBER OF "BETTER" JUDGMENTS GIVEN IN TABLE XXIII REDUCED TO PERCENTS OF THE TOTAL NUMBER OF JUDGMENTS

For the method of reading this table see Table XXIII.

Articles Compared	*Articles with which comparison is made*								
	F	H	E	I	J	A	B	D	C
G	23.3	19.3	16.3	9.5					
F		47.2	35.2	27.6	19.2				
H			43.6	32.2	27.1	25.4			
E				36.3	31.4	15.5			
I					49.3	37.1	27.9		
J						37.1	29.	31.4	
A							46.3	39.	26.8
B								44.4	24.1
D									27.1
C									

TABLE XXV.

THE DIFFERENCE BETWEEN THE VARIOUS ARTICLES IN THE SET OF TEN DERIVED FROM THE PERCENTS OF "BETTER" JUDGMENTS GIVEN IN TABLE XXIV AND EXPRESSED IN TERMS OF THE DIFFERENCE WHICH EXACTLY SEVENTY-FIVE PERCENT OF THE JUDGES ARE ABLE TO DISTINGUISH

Articles Compared	*Articles with which comparison is made*								
	F	H	E	I	J	A	B	D	C
G	1.09	1.26	1.45	1.95					
F		.10	.56	.88	1.29				
H			.24	.68	.91	.98			
E				.52	.72	1.51			
I					.03	.49	.87		
J						.49	.82	.74	
A							.14	.41	.92
B								.21	1.05
D									.91
C									

DEPARTMENT OF EDUCATION

ALL SEATTLE BIDS ITS NEW TEACHERS HEARTY WELCOME TO ITS DOORS

CIVIC AND EDUCATIONAL ORGANIZATIONS JOIN IN GREETING NEW ARRIVALS

1,676 ASSIGNED TO POSITIONS IN CITY'S SCHOOLS

Task of Placing Teachers in 84 Grade and Six Higher Institutions Completed by Superintendent.

NAMES OF INSTRUCTORS ANNOUNCED BY COOPER

Parents Given Chance to Lea Who Will Handle Development of Their Children in Various Branches.

ASSIGNMENTS of 1,676 teachers to the 84 grade schools and six high schools of Seattle have been completed by Paul Hanna H Cooper and his staff yesterday. The names of the teachers and the schools to which they are assigned follow:

Assistant superintendent—F. H. Willhoit, Alice Cooper.

Principals—Lincoln High School—Elizabeth Partridge, Harry E. Cooper, C. Fernald. Lincoln—Esther L. Bullard, Bessie M. Wall, Charles Cooper, Lucy Lee Bell, Ethel Cooper, Eugenia Dugmore, Wilhelmina Dugmore, Mabel Dugmore, Ethel Elder, Florence Gale, Florence Gaston, Georgia Hodgkin, Annabel Mitchell, Jessie Mitchell, Ethel Mitchell, Ethel Mitchell, Grace A. Smith, Jessie Smith.

Ballard High School—Principal, Lorena S. Nelson, Frank Cousins, Ethel Fitzgerald, Alice M. Martin, Wilhelmina Bassett, Lucile Bartlett, Bessie L. Smith, Lorraine Bartlett, Leah Thomas, Esther Bowman, Julia O'Neill, Marjorie Dahlman, Lillian Nelson, Mrs. Vaughn, Jessie A. Dallas, Dolgarth Fuller, Ruth Hanson, Alice Lewis, Ruth Nelson, Dell Sias, Harriet Dodgen, Lillian Hoffman, Ruth Lewis, Ruth Lewis, Wanda Carter, Gertrude Lewis, Ruth Hanson, Hilma Wickstrom, Mabel Lewis, Ruth Cossell, Alice B. Cooper, Alice Dwyer, Emma Fuller, Ruth Hanson, Ruth Adams, Ida Bullard, Ruth Adams, Ida Bullard, Mabel Nelson, Ruth Adams, Ida Bullard, Mabel Nelson, Ruth Adams, Ida Bullard, Mabel Nelson, Harry B. Gunder.

Broadway High School—Principal, V. C. Dykstra, Principal, Principal, Principal

CHAPTER VI

A PROGRAM FOR SCHOOL INFORMATION SERVICE IN THE DAILY NEWSPAPER

The suggestions set forth in this chapter are general. School administrators will find that the size of their system, the attitude of the newspapers, the policy of the board of education, and many other factors enter into any school publicity program.

TWO KINDS OF SCHOOL PUBLICITY

First of all a distinction should be made between two kinds of school publicity.

1. Special purpose publicity carried on for the purpose of achieving some immediate end. Bond issue campaigns, teachers' salaries campaigns, and the like.

2. Continuous informational news service. By this is meant the constant publication of informational material about the school system. This service has two purposes: (*a*) The discharge of the obligation, on the part of those responsible for the public school system, to render a report of its activities; (*b*) The creating of "good will" on the part of the community's citizens in order that their support of and cooperation with the public school system may be based upon full information.

It is not the purpose of this study to deal with special purpose publicity. It has been mentioned as one type which school systems at times must use. It is the type which is most commonly thought of in connection with public schools. Considerable study has been given to this kind of publicity, and the facts are available.[1] Figures 12 and 22, pages 98 and 118 show examples of newspaper publicity for special purposes.

The suggestions in this chapter deal entirely with continuous school news service.

THE ORGANIZATION

School news service should be carefully organized. It should be recognized as an important function of the public school system. The same care that is used in organizing any other administrative division should be used in organizing news service. Haphazard or

[1]Alexander and Theisen—Publicity Campaigns for Better School Support.

accidental news preparation and publication will not accomplish the results desired. There are two types of organization.

A Program for School News.

1. A Centralized Organization:

This type is a division of the administration of the school system. It heads up in the office of the superintendent of schools. It may be directed in various ways.

(*a*) By a news or publicity director whose duties consist in the preparation, manufacture, and distribution of all printed material used by the school system. School news service in the press will be one of the duties which he directs.

(*b*) By the superintendent of schools who may direct this activity as one of his administrative duties.

(*c*) By some other administrative officer,—an assistant superintendent, a supervisor, the clerk of the school board, etc., who may be assigned the direction of school news service in addition to other duties.

(*d*) By some principal, special instructor, or teacher, whose other duties are so arranged as to allow time for the direction of school news service.

This director of news service should probably have an advisory board or cabinet, representative of the administration and of the teaching staff. It is possible that the children, patrons and organizations closely allied to the school system should be represented in this advisory body.

2. A Representative Organization:

This type of organization will be headed up by a School News Committee. This committee may be made up in various ways. It may represent the various departments of the school system, such as Elementary Education, Vocational Education, etc. It may represent the various schools in the system. The local school situation will determine best how it should be made up. Such an organization gives to the teaching staff an opportunity to share in one of the administrative responsibilities of the school system.

In this representative news committee, the administrative department, the teaching staff, and possibly the student body and patrons of the school system, should be represented.

HIGH SCHOOL BOND ELECTION

HIGH SCHOOL BOND ELECTION

THE ROAD TO SUCCESS

Leads Through the Door of Education

KIWANIS CLUB

"We Build"

Is the motto of the Kiwanis club and in the election next Tuesday they are showing this spirit of progressiveness for the betterment of Tucson and the following members have assisted in making possible this special page appeal to the voters of Tucson to go out and vote.

People's Fuel & Feed Co.

Page Furniture Co.

W. J. Corbett Hardware Co.

Fleishman Drug Co.

Ford Garage

Frank Curley

George Kitts

Goodfellows Grotto

Missouri State Life Insurance Co.

Ralph Gunst, Gen. Agent.

Congress Hotel

Pereira Studio

Every Voter Must Vote

is the hearty appeal to every voter in Tucson by the following automobile men:

J. Breck Richardson

Daross Auto Top Co.

Borderland Service Station

Miller Storage Battery Co.

Babbitt Bros.

Franklin Motor Co.

McArthur Bros.

Auto Equipment Co.

Tucson Auto Supply Co.

WILL---

OPPORTUNITY KNOCK AT THE DOORS OF TUCSON AND FIND HER UNPREPARED?
WILL ADVANTAGE BE DENIED?

A VOTE FOR THE HIGH SCHOOL BONDS

IS A

A VOTE FOR THE "KIDDIES"

AND THE FUTURE PROSPERITY OF TUCSON.

Business Men

Who realize the urgent need of the Boys and Girls.

Arizona Ice Cream & Candy Co.

Mr. Hazelton

Rose Real Estate Co.

Chocolate Shop

Club Pool Hall

Tucson Steam Laundry

Palace of Sweets

Hartley Cleaning Works

The Villaescusa Co.

A. L. Sterns D. C.

Pima Hay and Grain Co.

Dooley Street

Tucson tax-payers will be asked to approve a $750,000 bond issue at a special election next Tuesday. The money is wanted to erect a new high school building here. There is some opposition from certain groups who put money before human values, who fail to see that better schools mean better future citizens. It is therefore vitally essential that every voter in Tucson who favors the New High School Building should cast a vote next Tuesday, April 19th.

Is a New High School Actually Needed Here?

Without a doubt. The present building is overcrowded. You can get first hand information on this by a visit to the high school building. The class rooms are crowded, so crowded that good school work is impossible. The present building is not modern. It is ten years behind Tucson of today. The school has no gymnasium and the library is too small. The present crowded conditions at the High School are a discredit to a such a progressive city as Tucson. Glance at these enrollment figures if you still doubt the need for the new school. In 1912 the high school attendance was 202.

IN 1917 IT WAS 322 STUDENTS. IN 1919-20 IT WAS 537 STUDENTS.
IN 1918-19 IT WAS 414 STUDENTS. IN 1920-21 IT WAS 744 STUDENTS.

The gain in enrollment has been very rapid during the last few years. It is logical that it will continue. Tucson is growing more rapidly every year and her schools are keeping pace in attendance.

They Should Keep Pace in Progress too

The school board wants to build a high school that will take care of 1500 students. That goal will be reached in a few years. The school will be modern in every respect. It will be a pride to the mothers and fathers and a credit to Tucson. The boys and girls will get all the benefits.

Tucson can't turn back. It is at the cross roads of progress now. A victory for the school bonds will put it in the ranks of the progressive communities of the Southwest. Every civic organization in the city has endorsed the high school bonds. However, votes and not endorsements win elections.

Consider the appeal in this page, investigate the proposition carefully and fairly and you will be convinced that you should vote for the bonds like your neighbor will. Then go to the polls Tuesday and let the world know that you want the very best schools possible for the boys and girls of Tucson.

A SPECIAL PURPOSE DISPLAY ADVERTISEMENT. AN EXAMPLE OF COOPERATION

THE FINANCING OF SCHOOL NEWS SERVICE

A Program for School News.

In most cases, the financing of school publicity is a matter for school board consideration. So far as newspaper service is concerned, it is probable that little financial backing is necessary. If school news is of the right sort, the newspapers will, in most cases, gladly print it at no cost to the system. Where funds are necessary to carry on publicity activities, they must be secured from a school board which has been convinced that the expenditure is justified, or they must be secured from individuals or organizations interested in this kind of school activity.

THE COLLECTION OF SCHOOL NEWS

The organization of this part of the publicity process will vary greatly.

1. Units for News Collection:

   Some of the units possible for the collection of the news material are as follows:

   (*a*) The whole school system, with news collectors assigned to pick up news wherever and whenever found.

   (*b*) The various administrative divisions, with one news collector responsible for covering all news that deals with the Buildings and Grounds Department, the Department of Research, etc.

   (*c*) The various teaching divisions into which the system is divided, with collectors responsible for news relating to Kindergarten Education, High School Education, Vocational Education, Athletics, Student Activities, and the like.

   (*d*) The individual schools or buildings, with one collector responsible for all news material relating to the activities of any one school or building.

2. The News Collectors:

   These are the school system's reporters. They can be selected from the following:

   A news director.
   Superintendent of schools.
   Clerk of the school board.
   Supervisors.
   Principals.
   Individual students.
   Individual teachers.
   English classes.
   Journalism classes.

Sunday, March 6, 1921. SECTION TWO THE GREAT FALLS TRIBUNE Page 8

Music Training Recognized in Great Falls Schools as Aid in Development of Alertness, Initiative and Precision

GRADE SCHOOL ORCHESTRA —Photo by Hare and Kerby

Front Row (left to right)—Mary Jane Kearney, Dorothy Dehon, George McGovern, Marian Rowe, Dorothy Earl
Back Row (left to right)—Robert Bettons, Maurice Treadwell, Sheldon Sewell, Joseph Barth, Mary Earl

GRADE SCHOOL BOYS CHORUS —Photo by Hare and Kerby

—Photo by Hare and Kerby
GEORGE McGOVERN
Seven-Year-Old Drummer.

JUNIOR HIGH SCHOOL ORCHESTRA. —Photo by Hare and Kerby

GRADE SCHOOL GIRLS CHORUS. —Photo by Hare and Kerby

"ONE touch of nature makes the whole world kin"—so also can a few strains of music make a group of separate individuals feel, move, and act as one. The emotional power of music has long been recognized. But music as a disciplinary subject that will train the mind as well as mathematics, and train the students in team work as well as athletics, is a view of the matter that may make some persons blink their eyes and sit up to wonder. How such a statement would have shocked our grandfathers who still under the domination of Puritan ideals considered a thorough training in the three R's sufficient culture for anyone; who regarded music, if not actually wicked at least a useless frill and who considered musicians partially insane. Yet we now find public school music playing an important part in all school curriculums. And Great Falls schools are giving the pupils who attend them a thorough drilling in music in the classrooms as well as excellent opportunities to develop socially through music in orchestras and choruses outside school hours.

Besides the able teachers in the grade schools who are daily teaching music, there are three music specialists in the schools. Miss Edna Spoor is supervisor of music and plans the general courses as well as directs the grade school orchestra, the mixed orchestra from the high school and junior high school and boys' and girls chorus. Miss Nell Kinney has charge of the high school music and Miss Gertrude Skinner of the work in the Junior high.

Develops Team Work.

The orchestra and choral work develops initiative and team work as well as basketball or football. Also they develop accuracy and precision. The orchestra member cannot day-dream. He must be all attention and ready to come in with his instrument at the proper time. He cannot consider himself as an individual, he must think of himself as a part of the group. At the same time he must be able to carry his part correctly in spite of blunders that may be made by those around him.

The training in accuracy and precision is one of the finest things about music. Dr. Eliot of Harvard university has said, "Music, rightfully taught, is the best mind training there is."

Then too, the pupils learn to be unselfish, to consider the good of their group rather than their own personal inclinations. And they learn the delight of giving pleasure to others.

Last but not least, of course, is the aesthetic value of music in teaching the children an appreciation of the beautiful.

There is scarcely a person who does not have something within him that responds music. It has been found the teachers say that through the music they can many times reach pupils who otherwise were aloof and unapproachable.

Read From Notes.

In the classroom music the pupils are taught especially to read music. It is a well-known fact that few singers today can read music. There are no pianos in the classrooms. The boys and the girls have the music before them, and they follow the notes on the sheet rather than a musical instrument. Two parts music is given in the grades, and in the junior high school and high school three part music is given.

Appreciation of music is also taught in the Junior high school. Miss Skinner has in her classroom a phonograph on which she puts records by famous composers and of world renowned singers. She explains to the children the fine points in the works of the artists—what makes them works of genius. At the same time the children become familiar with the best there is in music as they do in their English classes with the best there is in English literature. She also tells them the life history of the artists.

For the work in the classroom regular credits in music are given the children. Boys and girls of the high school who practice twice a week in orchestra work, once with the high school orchestra, and once with the mixed orchestra, receive a special credit in orchestra work. Pupils in the Junior high and in the grade schools work in the orchestras or choruses which is done entirely outside of school hours. Of course, these children may get higher marks in their classroom music because of their outside activities.

Remarkable Interest Taken.

It is remarkable the interest these grade school and junior high pupils take in these musical organizations. Miss Spoor is busy four evenings a week at the Washington school. Monday evenings from 4 to 6 o'clock the mixed orchestra practices. Tuesday at the same hour the grade school orchestra, also an orchestra, and a good one, composed entirely of pupils from the first to the sixth grades. Wednesday the grade school boys' chorus practices, and Thursday the grade school girls' chorus does its work. These boys and girls come from all the schools in the city except the remote ones on the west side and at Black Eagle. The distance is too great for these children to come and get back to their homes by dinner time. Miss Spoor hopes by another year to have chorus and orchestra work for these children in their own districts.

It is an indication of the interest the children feel in their music to see them willing to give one hour of their playtime once a week to music practice. Indeed, it is deemed an honor to belong to one of the choruses. Only five girls and five boys from any one school room are allowed to belong to the grade school orchestra. Thus there is always a waiting list of applicants. If a boy or girl is absent too many times or seems to be losing interest, he or she is dropped and some other boy or girl from his or her room chosen to fill the place.

Prepares Operetta.

In the Junior high school Miss Skinner drills the mixed chorus of 50 voices and the orchestra. At present the Junior high chorus is preparing an operetta, "Florinda" to be given in April under Miss Skinner's direction. The Junior high orchestra will of course, assist with the presentation of the opera.

The orchestra has appeared several times this school year at programs given in the Junior high school. Included in the orchestra are: Margaret Detseth, Edythe Rule, Daniel Bryant, Francis Kearney, Ben McCharles, Lloyd Halverson, Alfred Webber, Gladys Meadows, Violet Vandervort, Martha Walsen, Herman Goodman, Douglas DeCew, Sheldon Bannister, James Seebert, John Yaw, Erith Arle, James Johnson, Otto Huber, Robert Lilbe, Thomas Tootell, Ruby Steinke, John Ferris.

The mandolin club of the Junior high includes five mandolins and four ukeleles. The musicians are: Adelaide Lewis, Janette Speer, Elva Getman, Dorothy Quigley, Margaret Hughes, Gladys Meadows, William Griffin, Sanborn Kearney and Myrel Stenson.

At New Year's Reception.

The mixed orchestra has made one public appearance this year. It played at the reception given New Year's day at the Young Men's Christian association. The members of this orchestra are: Howard Beers, Henry Detseth, Alfred Webber, Lloyd Halverson, Margaret Detseth, Francis Kearney, Carroll, Maynard, Marrell Theher, Edith Rule, Violet Vandervort, Carl Rosenbaum, Robert Lilbe, Du Wayne Oakland, Lewis Beers, Ruby Steinke, Herman Goodman, Catherine Mansfield, Margaret Real, Russell Holt, Freeman Albright, Alice Arnold, Stella Hagen, Catherine Bottomley, Graham Smith, and Effie Gewer.

People who attended the music week exhibition given by the Great Falls school children last May in the Grand opera house will remember what a delightful sight the stage full of children was, and what really excellent work they did. This year music week comes earlier than usual, and the school night will be April 30. Already Miss Spoor and her assistants are planning for this week, and beginning to drill the children who are eagerly looking forward for it.

Lusty Tones.

Anyone who has ever heard the 80 fifth and sixth grade boys practicing their favorite songs will never forget the lusty tones in which they shout the chorus of their favorite "Co-boss" or the "Boy with the Hoe" or "My Own United States." The boys like songs with stirring rhythm. The words of these too are inspiring and cannot help but form ideals and standards for the young musicians.

Here are three of them

BOY WITH THE HOE.

Say how do you hoe your row, young chap?
Say, how do you hoe your row?
Do you hoe it fair,
Do you hoe it square,
Do you hoe it the hoel you know?
Do you cut the weeds as you ought to do,
And leave what is worth while there?
The harvest you'll gather depends on you;
Are you working it on the square?

Refrain

Are you working it on the square?
Are you working it on the square?
The harvest you'll garner depends on you,
Are you working it on the square?

Are you killing the noxious weeds, young chap?
Are you making it straight and clean?
Are you going straight,
At a hustling gait?
Are you scattering all that's mean?
Do you laugh and sing, and whistle shrill,
And dance a step or two,
As the row you hoe leads up the hill?
The harvest is up to you.

MY OWN UNITED STATES.

The poet sings of sunny France,
Fair olive-laden Spain,
The Grecian isles, Italia's smiles,
And India's torrid plain,
Of Egypt, countless ages old,
Dark Afric's palms and dates.—
Let me acclaim the land I name,
My own United States.

I love every inch of her prairie land,
Each stone on her mountain's side
I love every drop of the water clear,
That flows in her rivers wide.
I love ev'ry tree, ev'ry blade of grass,
Within Columbia's gates!
The queen of the earth is the land of my birth,
My own United States.

The poet sings of Switzerland,
Brave Scotland's heathered moor,
The shimmering shore of Ireland's green,
Old England's rock-bound shore,
Quaint Holland and the Fatherland,
Their charms in verse relates—
Let me acclaim the land I name,—
My own United States!

BRINGING THE CATTLE HOME.

Cool the grass to the brown, bare feet,
Clover breath on the night air sweet,
Down from the pastures where they roam,
The farm-boy's bringing the cattle home.

Co-boss! Co-boss! (Whistle)
Co-boss! Co-boss! (Whistle)
Kicking the dust with his bare, brown toes,
Singing and whistling, as he goes,
Co-boss! Co-boss! (Whistle)

Foams the milk in the shining pail,
Rattling down like the falling hail,
Down in a torrent the milk stream rings,
While gay and cheery the farm-boy sings.

The boys are really fond of the lesson taught in "The Boy With the Hoe" and try to live up to them. "Bringing the Cattle Home" is one of Jessie Gaynor's songs. Another prime favorite is Verdi's "Anvil Chorus." "My Own United States" is taken from the light opera "When Johnny Comes Marching Home."

Sing for Rotary Club.

The boys' chorus was organized last autumn. Since the New Year the youngsters have made two public appearances. They sang at a Parent-Teachers association meeting at the Emerson school and at one of the noonday luncheons of the Rotary club in the palm room of the Hotel Rainbow.

In the boys' chorus are Pete Petrecht, Clayton Jewell, Bert Fifer, Neal Remington, Walter Thomas, Glenn Farmer, John Morris, Eugene Stahlifer, John O'Kelly, Joseph Apoul, Harold Turner, Frank Sandon, Norman Calvert, Sheldon Sewell, Donald McClintock, Lawrence Palia, William Barnard, Calvin Kirchen, Joseph Hanah, Gordon Klingberg, William Leistinow, Frank Newmeyer, William Wood, Walter Roberson, Robert Templeton, John Bullard, James Speer, Earl Beckle, Harry Dawes, Emmett Curry, Valdemar Benson, Fred Skoog, Max Kilroy, Orville Racee, Dean Bee, Leonard Giles, Lyle Schroeder, Ralph Oetring, Harold Severance, Walter Haugh, Mike Drasch, Ray Miller, Robert Vergobeser, Robert Barrows, Robert Isaacson, Lawrence Brunch, Gurnie Montgomery, Henry Noble, Lawrence Robin, Clarence Swearingen, Walter Smith, Wilfred Lagerstrom, Lay Cook and Robert Johnson.

80 Girls in Chorus.

The girls chorus was organized in January. There are more than 80 of these fifth and sixth grade girls who assemble every Tuesday afternoon to practice. They are fond of patriotic songs as are the boys, but on the whole the girls seem to favor daintier airs. They are already at work on two part songs. One of their favorites is "The Sun Worshippers" a real Zuni Indian melody "Love's Old Sweet Song" and "Flying Clouds" are high in their favor. Both boys and girls take delight in "March On," from the opera "Aida," by Verdi.

The list of girls in the chorus is not complete as yet but among them are Martha Ellis, Hilda Hildebrand, Margaret Garrison, Alice Stewert, Dorothy Cooling, Alice Cline, Montana Mitchell, Naomi Wheeler, Mary Williams, Evelyn Erickson, Mabel Rooney, Myrtle Matz, Grace Bell, Katherine Grzytak, Beulah Papou, Mildred Shipworth, Hazel Bork, Catherine Appel, Gertrude Goodrean, Florence Anderson, Blanche Wilson, Ruth Henderson, Leona Both, Myrtle Hansen, Marie Watson, Ada Walz, Pauline Martin, Amelia Roth, Emmabeth Seibert, Mary Tranich, Rosie Ruzick, Fern Black, Gene McCowen, Winnifred O'Reilly, Mildred Penham, Ruth Rothweiler, Gertrude Hawkes, Evelyn Tree, Dorothea Brooks, Emma Schamad, Helen Fastman, Eleanor Clark, Priscilla Sanford, Edith Engren, Ida Hougan, Margaret Murphy, Ella Cole, Evangeline Volk, Beth Haynes, Irene Staller, Irene Nordgarden, Elinor Breitenstein, Marion Hall, Nedra Short, Martha Walker, Winifred Sawyer, Marian Clift, Harriet Prior, Alberta Clark, Lucile Smith, Barbara Jane Blake, Marjorie Klaus, Bonnie Geisinger, Marian Johnson, Irene Hohlsberger, Lucille Johnson, Jane Thelen, Elizabeth Strain, Mary Crabtree, Anna Tretasky, Gertrude Warden, Edith Wilson, Margaret Lease, Effie Miller, Catherine Hurst, Louise Fergus, Edith Wesherman, Eileen Kergl, Mary Wilson, Lorreen Stumer, Jessie Hickey, Eloise Johnson, Gertrude Burton, Caroline Weidy, and Louise Blackstone.

Grade School Orchestra.

At about the same time the girls' chorus was organized Miss Spoor called for volunteers for a grade school orchestra. This orchestra includes ten of the most earnest and interesting musicians to be found anywhere. They can play too. They keep good time and harmony.

George McGovern who plays the drum in the group is Miss Spoor says, the youngest drummer she has ever met or heard of. He is the seven year old son of Mr. and Mrs. J. W. McGovern, 615 Sixth avenue south. He is in the second grade of the Longfellow school. Since he was five years old he has played the drum. Although he has never taken any lessons he keeps nearly perfect time. He has even played with real grown-up orchestras at real grown-up parties. His parents took him with them to the plumbers' dance last November. The drummer of Pierce's orchestra noticed the little boy watching him intently and asked him if he played the drum. George answered calmly, "yes." Then he was allowed to play the big drum for about an hour and a half. His sister Catherine accompanies him to the orchestra practices as he is too small to carry his drum alone.

80 Per Cent of Japs in Hawaii Untouched by Christian Word

Honolulu, T. H.—(Correspondence of the Associated Press).—That 80 per cent of the Japanese living in the sugar plantation camps of Hawaii never have been touched by Christian propaganda and that American plantation owners, managers and others who have helped to support Japanese Buddhist missions, did a foolish thing if ever men did," were two of the statements made by Ulysses G. Murphy, representative of the American Bible society, in a recent address here.

The Rev. Mr. Murphy also said that the older generation of Japanese living in the plantation camps, owing to their isolation, are 40 years behind their native country in thought and understanding of modern conditions.

Any attempt at Americanization of the Japanese in Hawaii which leaves untouched their home life and fails to recognize that the key to the problem is the Japanese language schools, is foredoomed to failure, the Rev. Mr. Murphy declared.

Washington Statue to Be Presented to Great Britain Soon

Richmond, Va.—(Correspondence of the Associated Press).—Presentation to Great Britain by the state of Virginia of a copy of the famous Houdon statue of George Washington, the original of which now stands in the rotunda of the Virginia state capitol here, will take place this spring.

The governor of Virginia, Westmoreland Davis who was to have headed a commission of Virginia officials to make the trip to London and has delegated in his place Dr. Edwin A. Alderman, president of the university of Virginia. The other members of the commission which will leave for London in May are B. F. Buchanan, lieutenant governor of Virginia, Richard L. Brewer, speaker of the house of delegates and John L. Williams, clerk.

The statue was to have been presented in 1914 but the ceremonies were delayed by the world war. Trafalgar Square is understood to have been selected by the British government as the site for the statue, which is of bronze although the original is in marble. It is expected appropriate ceremonies will be conducted at the time of the presentation, the date of which has not been set.

The life of heavy artillery depends largely on the quality of powder used some cranks being much more erosive than others.

A SCHOOL PAGE DEALING ENTIRELY WITH ONE SUBJECT

The type of organization will determine to some degree which of these agencies shall be used. Facts presented in previous chapters show that students are to a considerable extent being utilized for this purpose.

A Program for School News.

3. THE EDITING AND APPROVING OF NEWS COLLECTED:

School news for newspaper publication should be edited. It will be edited by the newspaper. It should be edited by some one in the publicity organization of the school system. Such skilled editing will save labor and trouble for the newspaper and, more important still, it will make for less of error and mis-statement. News copy prepared by school systems and printed in the newspaper is evidence of the lack of proper editing based on a knowledge of good newspaper style. The type of organization for handling school news will to some extent determine the method of editing. If the organization is highly centralized, the editing will necessarily be done by some central agency. If the organization is more representative, the responsibility of editing school news will probably be scattered among various persons. At the present time, the editing of school news is done by the following:

News director.
Superintendent of schools.
Principals.
Teachers.
Athletic coach.
English or journalism classes.
Student editors.

In many cases, the only editing which school news receives is done by the newspaper organization. Some school people reporting on this subject expressed an opinion that in some cases the editing of news in the school system, especially by a central authority, might become censorship and that anything resembling this would be contrary to democratic ideals. This point is undoubtedly worthy of thought. It should be possible, however, to give to news prepared within the school system the benefit of editing without subjecting it to the evils of censorship. Much harm has been done to the cause of public school education by the unedited newspaper productions of irresponsible correspondents.

NEWS OF THE SCHOOLS

GRADE SCHOOL CHILDREN WILL HONOR WASHINGTON

Half-Hour Programs Will Be the Rule in Spokane Next Monday.

Honoring the 189th birthday anniversary of George Washington, pupils of Spokane public schools will present 30-minute programs in their schoolrooms and auditoriums Monday. Some of the programs will be in memory of both Washington and Abraham Lincoln.

At the Washington school, named in honor of the statesman, separate programs will be given in the different schoolrdoms. These will include general discussion of the life and history of Washington.

The pupils of the Stevens school have arranged a 30-minute program for Monday. Special exercises will be their views of Washington and discuss his life.

Patriotic Songs.

At the Irving school the various grades will hold exercises in their rooms. Patriotic songs will be given as part of the program.

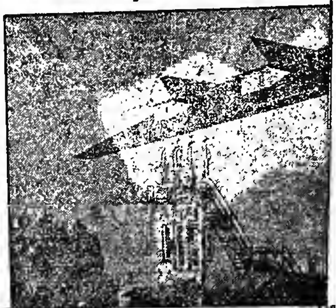
Pupils at the Whitman school will hold fitting exercises in their rooms Monday morning. Recitations and readings will be included in the program.

The entire student body of the Roosevelt school will hold exercises in the school auditorium. An interesting program has been arranged.

An America... be give nby t... son school. ... some appropri...

The seventh... the Edison sc... ercises in on... while the low... will hold thei...

Ask Improvements at Gran...



DEPARTMENT Of EDUCATION

FLORENCE MANN, Director.

SEATTLE PUPILS SHOULD BUY OWN SUPPLIES, CLAIM

Carl E. Croson Tells Directors Group of Business Men Thinks Action Should Be Taken to Cut Expenses.

METHODS USED IN OTHER CITIES TO BE STUDIED

Suggestion Is Made That Waste of Material Would Be Eliminated if Youngsters Had to Meet Cost.

WARNING that a movement is on foot to demand the abolition of free text books and free stationery and supplies now furnished the 48,268 pupils in Seattle's public schools, for the p... given ... meetin... Directo... out th... the m... hensio... handic... mercia... year th... books ... $175,00...

"We ... meet ... throw... acting ... voted ... superi... make ... book ... also o... ings f...

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The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

AFTERNOON MOTHER'S CLASSES.

The School column of the EVENING NEWS has informed its readers of various phases of adult education that are going on in Buffalo in charge of the Extension department of the Board of Education. There is one opportunity, however, not previously explained to NEWS readers which is bringing a privilege into the lives of a lot of Buffalo women. We refer to the Mothers' classes which have been organized in 19 different centers, meeting afternoons in public school buildings. When we say mothers we mean just that. Italian mothers, Hungarian mothers, Polish mothers and just plain American mothers, who have to meet the thousand and one problems which devolve upon all mothers.

The preparation of suitable clothing is always one of the biggest problems. That is the one that these classes are primarily designed to meet. However, in the case of the foreign-born mother there is also the for the new baby to working over an old coat into one for a ten-year-old child. If you are philanthropically minded send some of your old clothes to one of the missions mentioned above. They may be a Godsend to some poor woman who either has two or three babies or is expecting one.

A Way to Happiness.

Here is a typical case: Mrs. Blank, with a baby a year and a half old in her arms and a little toddler at her knees we find in tears because not one garment is ready for the little visitor soon expected. The School department had no funds with which to buy material, but they have many good friends and soon this woman's tears were turned to smiles.

There are many such women. Why not provide for one or more yourself and know how good it feels to have been of service to a fellow woman.

In other classes the problem is one

What the Schools Are Doing for Mothers.

Foreign born mothers who are getting help in their special problems—Incidentally they are learning our language and appreciating the good will of their city.

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo

SPECIAL SATURDAY "NEWS" FEATURE

THOUSANDS of men, women and children do not know how our Public Schools have become the "Gateway to Opportunity," for adults as well as youth—the NEWS will tell them.

The Trades, Industry, Commerce, the Professions, the Home, are all vitally interested—how much they do not realize—THE NEWS will show them.

Pictures, letters and snappy special articles will tell the story to busy readers at a glance.

The pride of our city should be its schools—read and grow proud.

HOMEWORK

(Continued)

Last week we threw a few bricks at a sacred American institution known among school folks and parents as "HOMEWORK."

We haven't as yet been arrested as "Red"; neither have we been crowned with laurel and hailed a benefactor. Not a ripple in the placid pool of tradition, or, perhaps we might better say, the granite rock of habit. To-

As to the teacher—SHE had to do it and she takes it for granted her her pupils should do it; much as the Chinese worship their ancestors or bow down to Joss, so the teachers worship at the shrine of homework.

It's easier to assign a lesson to be learned than to teach it—a mistaken idea if the homework is presented to her by the pupil in written form requiring inspection and correction. Few teachers, however, are actuated by any desire to save themselves. Often they, too, burn the midnight oil, weary

The Public Schools

What Schools Have Done, Are Doing and Will Do for Buffalo.

BACKBONES!

Be calm, dear reader, we are not about to rattle the skeleton.

Be patient, persist and learn that bones, and particularly back-bones are topics of absorbing interest—at least most people of 40 or over have found them so.

At any rate, be wise, read and heed, for what your child's back-bone is today is quite likely to determine what he will be a few years later.

Understand, we are now referring to the common or garden variety of back-bone—the kind we were all born with. Later we may digress into a discussion of the "back-bone" which some ill-natured individuals intimate are replaced by "wish-bones"; but, for the moment, we are literal—as the poet hath it—we sing of bones and the child.

For the benefit of those who have forgotten their anatomy or never knew it—just a word by way of background to show that the back-bone is the most useful and the most wonderful collection of bones in the human machine.

A Bit of Physiology.

Picture a triply curving column made up of 24 thick, irregular, flattened discs of bone, each disc with a round opening through it with grooves on either side—each disc fitting its neighbor exactly, so that the central openings form a perfectly smooth spinal canal, while the little grooves form openings in pairs along the sides.

Now perceive the little pads of elastic cartilage between the bones. Shock absorbers if you please. Guards against friction as well.

Now note the tough bands or liga-

her poor little back to the right. The little pads again get V shaped with the V pointing to the right and finally stay so. Nina has right curvature—with life-long backache. Poor Nina—she is one of many little mothers who pay the penalty.

Jim Jones is getting "round shouldered" because he hasn't gumption enough to sit up or stand up. He may be sick, but he has the reputation of being lazy. He slouches when he stands, when he sits and when he walks. His back always looks like this.) His little pads between the bones of his back will get tired after a while and he will be a bow-back with no such good excuse as Peter Corbone.

Bill Smith is always leaning on his elbow. He's due for a lateral curvature pretty soon, if he doesn't watch out.

Margaret B—— is a close student. She stoops over her desk a good part of the day and over home work half the night. If she lives she will have an honor mark and a crooked back.

Crooked backs, especially side curvature, do more than deform. Listen again! Remember the branch nerves that come out through the little side openings between the bones? Well, what happens, do you suppose, when the bones are tipped sideways and stay that way? Simply this—the two bones form a pair of pincers and pinch the nerve. Then the nerve is more or less out of business. Then there is trouble. The organ which the nerve supplies can't wire the chief for supplies—and the chief cannot wire the organ.

Time's up, the bell rings to go to press.

Parents, get busy—note if your

GARFIELD PUPILS WORKING HARD AT ARITHMETIC TEST.

Miss Martha Boardman and the fifth grade class at the Garfield school taking a Courtis Standard practice test in arithmetic.

MEASURE TALENTS OF SCHOOL PUPILS

Scientific Methods Are Used to Gauge Students at the Garfield.

GRADE SCHOOL GRADS SEE FILMS

Theater parties have been given during the week in honor of graduating classes of the various grade schools.

Members of the 9A class of the Stevens junior high school were entertained at a theater and waffle party

WILL INITIATE NEW AUDITORIUM

Plans are being made for an entertainment to be given at the opening of the new Logan school auditorium, according to Miss Clara Madden, principal of the school.

"The auditorium will be ready for use early next week, and the chil-

BANCROFT PUPILS SEE FAIRBANKS IN MOTION PICTURES

"Mr. Fixit," a motion picture starring Douglas Fairbanks, was shown in the auditorium of the Bancroft school yesterday afternoon and evening. Proceeds of the picture will go to the athletic fund of the school.

The film was shown to pupils of the Willard school this afternoon and

SCHOOL NOTES

Physical Training.

Miss Marie Francis, supervisor of physical training in Spokane schools, will talk of the work in her department at a parent-teacher meeting at the Rockwood school next Friday.

Use Movies to Teach.

Children of the Roosevelt school will have a new lesson in physiology next Tuesday, according to Miss Lena Witt, the principal of the school. A moving picture showing the circulation of the blood will be shown.

School Luncheon.

Teachers of the Washington school surprised Miss Margaret McGrath, newly appointed principal of the school, with a luncheon at the school Wednesday noon.

Candy Sale.

Pupils of the Adams school held a candy sale in the school building today to raise funds to buy a memorial for the school. The candy sale is one of a series being held at the school.

Sweets Bring Cash.

Pupils of the 8A class at the Edison school held a candy sale Wednesday afternoon in the school building. The proceeds of the sale were $27, which will go toward buying a memorial for the school.

Money for Playground.

A cafeteria lunch was given yesterday at the Franklin school. The proceeds of the lunch will go toward a playground fund being raised by the school.

THE SCHOOL COLUMN OR NOTES

THE DELIVERY OF SCHOOL NEWS

A Program for School News.

Provision should be made in any school news organization for the delivery of school news. One of the most common criticisms of editors is in relation to this matter of delivery. The guiding principle is, that the value of school news, to a very great extent, depends upon its timeliness. Therefore, an efficient school news service will provide for the prompt delivery of all news as soon after its happening as possible. Some newspaper editors state that all news should be collected in some central office, that it may all be available to the newspapers. Again the type of organization will determine the method of delivery. It can be assembled promptly and delivered by one central agency, or each division or school can be held responsible for the direct delivery to the newspaper organization.

However it may be collected the all important element of timeliness which is the chief characteristic of daily newspaper articles must be observed.

RELATIONS OF THE SCHOOL NEWS ORGANIZATION WITH THE NEWSPAPER ORGANIZATION

1. Personal Relations.

School news in the daily newspaper cannot be carried on successfully without the cooperation of the newspaper organization. Therefore one of the first essentials in any publicity program is the sympathetic cooperation of school and newspaper. This should be based upon friendly relations and a mutual understanding of the problems of each. The personal touch is necessary. This personal friendship is not to be construed as a means of influencing newspaper organizations or in any way attempting to control what school news shall appear in the press, but it is the only basis of a proper understanding between the two institutions. Such relations in no way imply "favor seeking". A newspaper campaign should be based on the belief that both the newspaper and the school system exist for service to the community; that the individuals in charge of both institutions are good citizens who should meet each other on an equal plane that this service may be the better performed. School superintendents, editors, and reporters should be the best of friends, even though they may disagree. Such friendship will lessen the disagreement.

If the attitude of newspaper men toward this study is an indication the school administrator will find himself met more than half way by editors in any effort to inform his public in the daily press.

THE GRAN

NO. 176 GRAND RAPIDS, MI

S GIVE GER

THE TURNER SCHOOL

By EDITH ALLAN JACOX

Nineteenth of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. This article continues the survey of the Turner school, which will be concluded tomorrow. Pine school comes next.

Phillip C. Miller, 1335 Scribner avenue, N. W., who was recently elected to the school board, has lived in the Turner school district for 40 years. Mrs. Miller attended school in the old building, when Mrs. Townsend was principal. Their children have gone through Turner. They have always maintained their interest in the district. Mr. Miller said, in part:

"I believe that every member of the school board should visit every school in the system, and know from personal observation and contact the condition and requirements of every school. Knowledge of conditions is the only equitable basis from which to work.

"In discharging the duties of the office, all personal feeling should be submerged, even if it calls for discrimination against the desires of one's home district. The school that is in greatest actual need of improvement, should be the one to get it, regardless of whether or not the district has that well nigh omnipotent lever of procurement, which is more material than spiritual, and manifests as the great American 'pull.'

"The pupils in the schools are taught thrift. One of the numerous addresses could have been addressed to the school is any kind of meeting being held at the schools.

Taxation Without Representation.

"The school board has been divided right to one in favor of the east side. The people on the west side have only recently waked up to the fact that they must be represented on th school board, if they are to receive their share of consideration. The ideal school board should be composed of three members from each ward, which should insure a fair representation.

"The people on the west side feel that they need a high school in the northwestern part of the city. The site has been picked at Harrison park, where recreational advantages would be excellent.

"The pupils who go from the west side to Union high have a long distance to walk, especially when they come home to lunch, as most of them do, for working people cannot afford either car fares or cafeteria service. The time for lunch is very limited. The fact that children who have to complete their grade school work at Union must cross the railroad tracks is a source of worry to the parents.

"As for Turner school, it is the clean-

THE GRAN

NO. 180 GRAND RAPIDS, M

ANY MAY

THE PINE SCHOOL

By EDITH ALLAN JACOX

Twenty-Second of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view to suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. This article continues the survey of the Pine school, on the west side.

Mrs. John Lamb, who presented the petition for an addition to Pine street school to the board of education, has lived within two blocks of the school for 30 years, and has sent five children there for their preliminary education. She has two children there at present, and lives at 423 Pine avenue, N. W. Following is Mrs. Lamb's statement regarding the school and its needs:

"When I presented our petition to the school board, I told them that we wanted a new building, of course, but didn't expect to get it, but that we did feel we should be given an addition, built with a view to permanency. I also told them that when they inspected Pine school to give their consideration to what we have not, rather than to what we have. Our janitor keeps our building in such good repair that I tell him he is standing in the way of our getting a new school. Sibley school is even newer than our 25-year-old addition, but it is in worse repair.

"We want a gym which can be used as an auditorium. One night nearly 200 parents tried to squeeze into the kindergarten room, with the result that one mother fainted. The corridors were full, too. The parents like children 16 blocks twice each week for manual training. At first the children were only allowed 16 minutes for the walk, which necessitated cutting through the Sibley street swamp. One day a teacher accompanied the children, and found that the time was entirely inadequate. The parents insist that the children take a half hour to cover the distance. Children who are never allowed to go more than two or three blocks away from home at any other time, must make the trip unaccompanied.

"The children make a good deal of complaint about the school yard, but of course, they don't realize the shabbiness of the building. It costs the parents in the district a lot for broken windows. We have asked for the high wire backstops, but never got them. They would protect the windows and keep the boys off the stone coping along the church property which adjoins the playground. A church and school so close together, is not a good combination. Every time there is a funeral the children cannot spend their recess outdoors. The condition seems unavoidable. However, Mr. Parker, the pastor, is fine with the children; he can always

THE GRAN

NO. 235 GRAND RAPIDS, MI

THE PALMER SCHOOL

By EDITH ALLAN JACOX

Seventy-seventh of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view of suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. The article concludes the survey of Palmer school. It also concludes the series for the present.

Mrs. C. R. Dunk, 35 Travis avenue, N. E., an ex-president of the Palmer Patrons association, says Palmer school has never been in such fine condition as it is today. The children are being cared for from every angle of development—mentally, physically, morally. The principal is alert to every necessity and is constructive in her policies. The teachers are sympathetic and conscientious and no matter what difficulty arises one has but to refer it to Mrs. Fink and a satisfactory adjustment is always obtained.

Neighbors say that the children are very well behaved and helpful. They are taught their responsibility to their neighbors and the older ones prevent the younger children from running on lawns or destroying property. If anything of the kind occurs it does so at hours when Palmer school corps is not responsible for the conduct of the pupils.

The Mothers club is a flourishing condition, and one of the largest and most dynamic in the city. The undernourished children are given milk daily. This work has been going on for the last four years. When children are up to weight and their vitality restored, the milk diet is discontinued.

Another Talk With the Principal.

Mrs. Fink said: "The health of the children is the chief topic of discussion before our Mothers club. Four chapters of the Health Crusaders in the school suffice to check up the health habits of the pupils and the health conditions in the school building.

THE GRAN

NO. 227 GRAND RAPIDS, MIC

THE DIAMOND SCHOOL

By EDITH ALLAN JACOX

Sixty-ninth of a series of articles in which the public schools of Grand Rapids are to be surveyed by a specially trained writer, with a view of suggesting changes and improvements to the advantage of pupils, teachers, parents and the city. The article begins the survey of Diamond school. It is to be continued.

Diamond school, Diamond avenue and Fountain street, according to the testimony of the patrons, is will have no more when the addition is completed, but they will be right."

Talk With the Principal.

The principal then explained at some length, "When Congress was a high school, Diamond was built as a primary school," she said. "Now we have an addition at each end of the original building, which was well built upon an excellent stone foundation, and has been well cared for.

"I think we have as pleasant a location and outlook as any school in the city. We are on a hill overlooking a wide stretch of country, including Houseman athletic field of six acres, where the Central high pupils do their training, and our pupils use for play ground. Our rooms are all light and airy. Our grounds are pretty. There large trees were set out after I came to Diamond as principal, more than 20 years ago.

"When our addition is completed our gymnasium will be larger than that of any other grade school in the city, and second in size to the one at Central high. It will be 44 by 74 feet and one and a half stories high. There will be a movie booth at the north end and a regular stage with dressing rooms at the south end. At present we use our long corridor for entertainments. We use chairs to seat 160 for movies, and can seat 200 for a play.

"The upper floor in the addition will be divided into three rooms to be used

(Continued on Page 5.)

PARENTS AND TEACHERS

Those who read Mrs. Edith Allan Jacox's timely and illuminating articles in The News on the various public schools of Grand Rapids will recall that she devoted much attention to the work of the Parent-Teacher association. This organization has been thoroughly established here and it has been an effective force for good in our schools. So far as we have been advised, there is no national organization in any other country which covers exactly the field in which the Parent-Teacher associations in the United States are active. There is every reason why in our American communities there should be the closest co-operation between parents and school teachers. Our schools are public in the fullest sense, and it is only when fathers and mothers concern themselves with the work of the schools, aiding and supplementing the efforts of the teachers, that the best results can be achieved.

In Grand Rapids, where we pride ourselves on doing things pretty well, the Parent-Teacher associations have developed rather better than in most cities. The Mothers clubs, as they are generally known, have been admirably managed. They have been kept almost wholly free from cliques. They are thoroughly democratic. Class distinctions, which so many like to preserve, have been eliminated and always the utmost harmony has prevailed. That is the principal

SAMPLES OF ARTICLES IN A CONTINUOUS CAMPAIGN

Nearly 100 of these articles were published in consecutive issues of the newspaper. They were always on the front page

2. PROFESSIONAL RELATIONS:

(*a*) The Distribution of School News.

A Program for School News.

Most cities have more than one newspaper. In professional relations between the school system and these newspapers, fairness and impartiality should be maintained. This is extremely important. Some understanding should be arrived at, as to the fair distribution of school news which is prepared and given out by the school system. This arrangement will depend upon the local situation. It should be determined by representatives of school system and all newspapers. Some of the methods used by school systems to provide for fair distribution of news were discussed in Chapter IV. They are for convenience listed briefly below.

(*1*) All newspapers are entitled to news of the public school. Each newspaper has its own body of readers who are citizens of the community and patrons of the public school system. The standing or character of a newspaper should not determine whether school news should be furnished.

(*2*) Send duplicate copy of all news to each newspaper.

(*3*) Where all papers issue a Sunday edition save the big stories for this edition.

(*4*) If desired, alternate news between newspapers.

(*5*) If desired, separate the school news day into the respective fields which the newspapers cover.

(*b*) Independent Securing of News by the Newspapers.

A certain amount of school news will be secured and printed independently of the school news organization. The attitude of the school system in this matter should be to assist in every possible way the newspaper which initiates a school news story. Don't suppress or cover up anything. If the proper personal relations have been established,

SCHOOL STUDY SPORTS

THE BOYS AND GIRLS NEW

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Material Furnished Today By 8-B Grade of John C. Frem

TAKING A DARE

"I dare you to go to the school and turn out the lights in the basement where they are voting!" exclaimed my chum's brother. This was more than I expected when I asked for something exciting to do,

AN EXCITING JUMP

It was about midnight when we returned from the theater and my sister and I, not being very sleepy, decided to read awhile. Very soon I smelled sickening smoke and jumping up, opened

SCHOOL CHILDREN WRITE FOR DAILY TELEGRAM

The school children of Long Beach are to be given actual newspaper experience in writing for The Daily Telegram.

They are to provide the "copy" for the Boys' and Girls' Telegram, a daily feature of this newspaper which has been read with interest by an ever increasing number of youngsters since its initial appearance some weeks ago.

Material for the Boys' and Girls' Telegram will be prepared from now on by pupils in the various grammar schools. Principals and teachers have agreed with The Tele- f educational value in connection ork in English, and arrangements y pupils in the several grammar turns in providing material for the he children's little "write ups" or d the Boys' and Girls' Telegram ly to the youngsters themselves,

SCHOOL STUDY SPORTS

THE BOYS AND GIRLS NEWSPAPER

HOME WORK PLAY

Copyright 1920, Associated Editors — The Biggest Little Paper in the World — Edited by John H. Miller

Material Published Today Furnished By Pupils of Carroll Park School, Long Beach

"ON AND ON"

"Behind him lay the gray Azores;
Behind the gates of Hercules,
Before him not the ghost of shores,
Before him only shoreless seas."

Behind me lay a stretch of

SCHOOL STUDY SPORTS

THE BOYS AND GIRLS NEWSPAPER

HOME WORK PLAY

Copyright 1920, Associated Editors — The Biggest Little Paper in the World — Edited by John H. Miller

Material Published Today Is Furnished By Pupils of Lincoln School, Long Beach

ATLANTIC AVENUE STUDENTS FURNISH COPY NEXT WEEK

To Write the Material for the Boys' and Girls' Paper

LINCOLN PUPILS END WEEK OF WRITING FOR THE TELEGRAM TODAY

Carroll Park Children to Do This Work Next Week

BOYS' AND GIRLS' NEWSPAPER WORK IS ATTRACTING NOTICE

Old folk and young are watching with keen interest the daily contributions of grammar school pupils in Long Beach to the "Boys' and

ROBIN HOOD

Robin Hood was an outlaw who lived in the Sherwood forest with his merry band of followers. He wore Lincoln green and was armed with a bow and arrow, roaming the forests over, robbing the rich and giving it to the poor. Thus he spent his life. I like Robin Hood because he was bold of heart.

MARGUERITE TURTLE, 5B.

MY GARDEN

I have had a garden ever since

HENRY SABIN School's Tribune

SNOW BALLING.

WINTER SPORTS.

ie, 11, 6-A.
a all through the town
g whirling down.
ts covered with pure white,
through the long night.
'n come at last,
the snow drifted fast.
ey all reached the hill,
was "fit to kill."
couldn't be beat,
for the feet.
ewly greased boot—
"chute the chute."
their skiis at the slides,
the old bob rides.
hes all cold and wet,
g and just what you'll get.
at so sore and hoarse,
mer time, of course.

COASTING.

BY MARJORIE CLARK, 4-A.

Stories by High School Students

Twenty-sixth of a Series of Articles in The News Contest to Develop Writers Among the Boys and Girls of Grand Rapids.

Following are the articles chosen by the editor from among those submitted during the past week by the high school students in The News contest. This is the twenty-sixth series of articles selected. Others will be published on successive Saturdays.

Much Ado About a Bug

By ROBERT TOOT
Grade 9-2, Union High School

country road. Now and then we passed over culverts with brooks of clear, sparkling water flowing through them. Birds and bugs of all descriptions were flying in the air.

Stories by High School Students

Twenty-seventh of a Series of Articles in The News Contest to Develop Writers Among the Boys and Girls of Grand Rapids.

Following are the articles chosen by the editor from among those submitted during the past week by the high school students in The News contest. This is the twenty-seventh series of articles selected. Others will be published on successive Saturdays.

My First Swimming Lesson

By DORIS KENT
Grade 11-2 South High School

that deficiency would soon be remedied.

As I tripped gaily down the beach, wearing a nice new bathing suit which I disliked terribly to get wet, I pictured myself as the winner of swimming meets, carrying home beautiful trophies, and rescuing unfortunate adventurers. Of course swimming was easy. It didn't look at all difficult. It was all in knowing what to do. To say that was good disillusioned would be stating it mildly.

Bob, my brother, and would-be-instructor, was already in the water and when he saw me, he called out, "Hurry up, the water is fine—not a bit cold." ...

His taking the trouble to inform me that the water was warm, warned me. I gingerly let a fraction of my small toe touch the water and quickly drew it back. Not cold, indeed! It was just like ice water! Nevertheless, I was determined to learn to swim, and I wouldn't have Bob think I was a quitter, so after summoning how all of courage in my body, and

High School Contest Will End Next Week

The literary contest among the high school students, which The News has been conducting since early in the school year, will end next Saturday, May 28. The teachers have requested that it be brought to an end, as few compositions are being written this late in the school year.

Next week will see the twenty-ninth series of weekly contests, which have aroused so much interest. The race between the schools for the honor of winning first place is extremely close. Full particulars will be given next

THE SNOWMAN.

BY HELEN BRIGGS, 2-B.

Mildred and I love to make a snowman in the yard, it is so much fun.

I awoke one morning and saw everything covered with beautiful snow.

I was so happy as it was not very cold and just the day for making a snowman. We put on our gloves, coats, and stocking-caps. Then the fun began. We made a snowball with our hands, then rolled it on the ground until it was as large as we wanted it for the body. Next we made a smaller ball for a head. We used two sticks for arms, and coal for the mouth.

Our snowman was done and we were ready for our supper.

WINTER.

BY MILDRED SCRUBY, 10, 6B.

Winter! Winter! cold and gray,
Have you come with us to stay?
If you're kind and mild you may
But if cold and bleak, please go away.
For we love to run and play
All thought the live long day.
We wish to skate o'er river and lake,
To ride our sleds and merry

THE SNOW.

BY MARJORIE CLARK, 4-A.

Nothing is quite so clean and white
As the snow when it falls at night.
And oh, what fun to jump from bed,
Put on your clothes and get your sled,
Boots, and mittens, caps, and all,
We don't care if we do have a fall
Into that fluffy, feathery fleece,
Soft as down from grandpa's geese.

THE SNOW FLAKES

BY ALICE MURPHY, 3-A.

See the pretty snow flakes!
Flying in the air.
Beautiful little snow flakes,
Whirling everywhere.

CAGED LIONS.

DEPARTMENTS IN A DAILY NEWSPAPER CONTRIBUTED BY SCHOOL CHILDREN

A Program for School News

the newspaper organization and the school news service staff will determine together whether it is for the interests of the community and the school to publish certain school news. This does not imply "censorship" or "control" of news channels. It does imply cooperative good citizenship on the part of school and press. Some school authorities believe that all school news should be secured and prepared independently by newspapers.

(*c*) Professional Assistance by Newspaper Organization.

It is the business of the newspaper staff to know how to secure, prepare, and present news to the public. The school news service organization should take advantage of this skill. Advice from editors, instruction by skilled reporters, any assistance which can be secured, will make the school publicity service the more effective. It may be that the newspapers should be represented in the school system's organization.

WHAT SCHOOL NEWS SHALL BE PRESENTED?

1. Subject Matter.

Distinguish between news and propaganda.
Omit personal exploitation.
Don't forget that it is the unusual that makes news.
Routine is not news.
Play up the "human" element in news.

2. Types of School News.

This matter will require the careful consideration of the school news service organization. It will, of course, have to be determined finally by the decision of the newspaper organization as to the types of school news which it wishes to publish. Below, the different possible types and departments will be briefly discussed. Such of these as seem desirable can be selected to make up the year's publicity program.

(*a*) News as such:

From a consideration of the opinion of newspaper editors, it is evident that this is the

Wonders Performed by the "Kiddies" in Backyards

School Children Give Visual Answer To Question of What Can Be Done On Ordinary City Lot

WHAT can I grow on an ordinary city lot? This is the question most frequently coming in the Farm, Ranch and Garden Department of The Seattle Times.

It may not be generally known, but Seattle is famous the country over for its home gardens. During the war, when maximum food production was being urged, Seattle made a record said to have been equaled only by a few cities. When the school garden army campaign was started by the government, Seattle, under the direction of R. E. Chapman, in charge of the garden department of the public schools, attracted attention all over the country, and the reports of results obtained here were published broadcast by the government. Motion picture films of the Seattle school garden army at work were exhibited for the inspiration of schools in other cities.

That is the answer to the question—you can do what others have done.

For the information of the back-yard farmer, many authorities have written hundreds of pages, but the one thing emphasized by the majority of these as essential to a successful garden is getting an early and right start.

Gardening, says one authority, really begins in the fall. When the last vegetables have been taken from the garden the prudent and efficient gardener begins the preparation of the ground for the next year's crop. It's too late to talk about that now, but there are many things that the gardener can do to get ready for the earliest spring planting. The ground can be cleared of all rubbish. If barnyard manure is available, a good dressing should be put on and the ground spaded or plowed. This will leave the ground cloddy or lumpy, and it may be left in that condition until it is time to put in the early seed. The seed bed should be made as smooth and even as possible. If barnyard manure is not available, some commercial fertilizer should be used. This can be applied when the ground is spaded or applied when the seed is put in. The former method will take more fertilizer, but some gardeners think better results are obtained. Other successful farmers use the commercial fertilizer when they plant the seeds, putting it in the bottom of the trench or hill and covering with just enough earth to keep the seed from coming in direct contact with it. If commercial fertilizer is to be used, it may be obtained from any of the Seattle firms handling garden seeds and supplies.

What to plant in these back-yard gardens has been answered by R. E. Chapman, garden supervisor, in a list of vegetables suggested for use in the school gardens. This list includes the vegetables best adapted to soil and climatic condition, and is given as follows:

Dwarf Beans—Davis White Wax, Burpee's Stringless, Dwarf Horticultural.
Pole Beans—Kentucky Wonder, Green ca Wax, Scarlet Runner.
Beets—Early Egyptian, Edmunds Early Blood, Detroit Blood.
Broccoli—St. Valentine.
Cabbage—Early Jersey Wakefield, Henderson's Early Summer, Danish Ballhead.
Cauliflower—Snowball.
Carrots—Chantenay, Danvers Half Long.
Celery—Golden Self Blanching, White Plume.
Chard—Swiss.
Corn—Golden Bantam, Early Minnesota.
Cucumbers—Long Green, Boston Pickling.
Endive—Green Curled.
Kohl-Rabbi—Early White.
Kale—If for table use, Scotch Curled; if for green feed for chickens, Thousand Headed Variety.
Leek—Large Flag.
Lettuce—Hanson, Grand Rapids, Black Seeded Simpson.
Onions—White Portugal, Yellow Danvers, Prizetaker.
Parsnips—Hollow Crown.
Peas—Gradus (tall), American Wonder (dwarf), Telephone (tall).
Parsley—Moss Curled.
Pumpkins—Sugar, Connecticut Field.
Radishes—Early Scarlet, White Tipped, Icicle.
Rutabaga—Purple Top.
Salsify—Sandwich Island.
Spinach—Long Standing, Prickley Seeded Winter.
Squash (Summer)—English Vegetable Marrow, Bush Scalloped, Yellow Crookneck.
Squash (Winter)—Green Hubbard, Golden Hubbard.
Turnips—Purple Topped Strap Leaved, White Egg.
Tomatoes—Earliana.

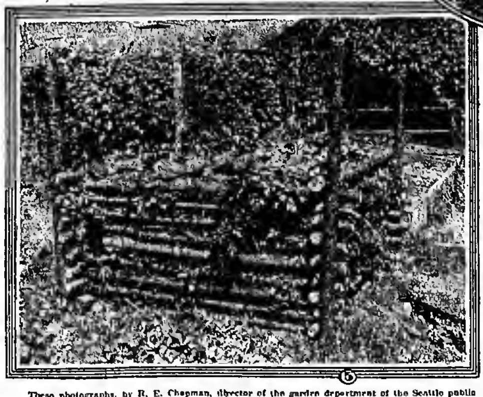
Directions for planting are printed on the seed packages.

If potatoes are to be included in the garden, the Early Rose, Netted Gem, Gold Coin, Beauty of Hebron, Irish Cobbler or almost any of the varieties of seed obtainable here will give good results.

Generally speaking, the early garden is the most profitable. In the early spring fresh vegetables are higher than they are later in the season and the garden products are worth that much more. Where there is not sufficient water for irrigating, the early garden has the advantage of having a good start before the dry season.

If you have not had a garden before and are in doubt as to the nature of the soil and the varieties to which it is best adapted or the fertilizer necessary, consult A. E. Nystrom, county agricultural agent, representing the State College of Washington, whose office is on the first floor of the County-City Building. If you haven't time to call on Mr. Nystrom and want to ask some questions, do it through the Farm, Ranch and Garden Department of The Seattle Times and they will be promptly answered.

Get a seed catalog at once and study it. All the varieties of seeds mentioned above are handled by Seattle seed dealers.



These photographs, by R. E. Chapman, director of the garden department of the Seattle public schools, show what was accomplished in some of the back yard gardens in 1920. They are, in part, said Mr. Chapman, the answer to the question so many persons are asking, "What can I do with a city lot?"

The photographs show (1) Viola Burmeister, student at the Van Asselt school, who excelled in growing peas, onions and parsnips. (2) Robert Franklin, lieutenant in the Greenwood garden army, and a garden which produced a variety of vegetables. (3) Fred and Joe Mourik, twins, who found pole beans a profitable crop last year. (4) Harris Green, a partner in a home garden in the Ravenna district, which produces a considerable share of the family living. (5) A good method of keeping a compost pile or making an outside potato bin.

Care and Feeding of Baby Chicks

GOOD advice for the amateur as well as the professional is contained in an article on the handling of baby chicks by Mrs. George R. Shoup, poultry specialist at the Western Washington Experiment Station. Mrs. Shoup emphasizes the fact that good stock is the first essential; that good stock and good care make the combination that insures success, but either element is of little value unless combined with the other.

"The best grown pullets without inherited capacity for egg production," said Mrs. Shoup, "will give disappointing returns, while it is equally true that the best bred-to-lay stock poorly cared for will be unprofitable. Therefore it is plain common sense to obtain the best laying stock one can get and take the best possible care of it from start to finish. People who do this will stay in the business year after year, while those missing the combination are crowded out."

The general requirements of the baby chicks are covered by Mrs. Shoup in the following paragraphs:

Needs of Baby Chicks. (1) Clean, warm, dry, well-ventilated sleeping place. (2) Fresh air in scratching room and in sleeping quarters. (3) Clean house, clean equipment and clean yards, green if possible. (4) Wholesome feed, including grains (ground and cracked), tender green leaves of plants, milk, fish meal or meat meal, charcoal, grit, shell and fresh water.

Arrangement of Brooder. With alfalfa or straw cut to one-inch lengths on the floor, covered by gunnysacks the first day, and a wire circle or eight-inch board inclosure the chicks are trained as to the source of heat. As soon as they scratch, remove the gunnysacks and let them work in the clean litter, and in a few days remove the inclosure.

If raising the chicks with a hen, put a rat-proof coop in a dry location and cover the floor with clover chaff, move her at night and then return her babies to her in the dark, adding to her family any strangers that may have been hatched the same day by other hens. Do not, however, expect her to brood 18 or 40; 16 or 20 are all she should be expected to raise. For the safety of the babies confine the hen to her coop at first and let the chicks run out.

Warmth. Baby chicks should be hardened in the incubator to a temperature of about 92 degrees by leaving the door slightly ajar the day after the hatch is finished. By this means the chicks will be ready for the fifty-degree brooder heat the first day. As the chicks grow older the heat is gradually reduced to 80 degrees.

When the hover type of brooder is used only the area under the hover is kept warm, the rest of the room being used for exercise, but when the room brooder stove is used the temperature is read at the edge of the deflector about four inches above the floor. As long as it is necessary to run the stove, the heat at this place should not be below 80 degrees. This is to give the chicks the choice of warmth best suited to their individual needs. Heat, above all things, should be given freely, no end of losses being directly due to a false economy in fuel. If 80 degrees at the edge of the deflector makes the cost of the room seem too warm, increase the incoming supply of fresh air rather than shut off the heat. A chilled chick must warm itself quickly.

Fresh Air. Fresh air is second only to heat. While it is the cheapest element the chicks need it is often denied them through the caretaker's misunderstanding of their need of great quantities of fresh air. It must smell fresh all the time. Let chicks out of doors in fine weather after the fourth day. Make a V-shaped enclosure of 18-inch boards in the sunshine, leading directly to the opening of the brooder house. When they fly over this inclosure it is usually safe to remove it. Droopy chicks in early morning show lack of fresh air during the night.

Sanitation. As the chicken population of the Pacific Coast increases, more and more must each owner look to cleanliness of houses, feeding equipment and yards, that the great scourge of disease may not overtake the industry. Enough is not yet known about the carrying of disease to say that it is necessary to do this or that. We must take no risks, however, but must strive to keep the whole area devoted to chickens as clean as possible, not once in a while but regularly every day. Wash the founts daily. Change the litter frequently and spade the runway where it is bare.

Test all feed for mould or mustiness or any sign of being spoiled, and discard any that is doubtful. In feeding for growth it is necessary that the chicks eat at frequent intervals, in small quantities, and have reasonable exercise. The age is counted so that the first feed is given when the majority are about 72 hours old.

(Next week feeding schedules and combinations of feed for 100 chicks as practiced at the Experiment Station.)

Wants City Poultry School

Editor The Times:

I have been reading with pleasure your new section, Farm, Ranch and Garden, of the Saturday evening's Times, since it was issued. I must say it is a very good reading and no doubt will appeal to many. Like others whom I know, I am especially interested in poultry and hope to be able in the near future to have a flock of chickens.

In reading last night about the Western Washington poultry school, it set me thinking, if it could be possible to start such a school or classes for the benefit of the citizens of Seattle in this city or outskirts. There are numbers here who would only be too glad to take such a course if given the opportunity.

Seattle, January 17, 1921. —A READER.

Provide plenty of light in the cow stable, at least four square feet per cow and make the construction such as to prevent dust from gathering on the ledges. If you have hay above provide for a tight floor and ceiling so that the dust will not come into the milking stable.

Purebred or grade dairy cows frequently earn for their owners 25 to 100 per cent more than the returns received from scrubs.

Use Potatoes in Variety of Ways

NO other vegetable lends itself to such a number of uses as the potato. Here are a number of recipes recommended by home economics specialists to add variety to the family menu:

Savory Mashed Potatoes—Three cups hot riced potatoes, 3 tablespoons fat, ½ cup milk, 1 pimento (forced through sieve). Mix ingredients, run through a ricer and serve. The pimento may be used as a garnish.

Potato Souffle—Two cups mashed potatoes, 1 cup milk, 1 teaspoon salt, ⅛ teaspoon pepper, 2 eggs, ½ tablespoon fat. Add milk and seasoning to potato. Add beaten egg yolks, fold in beaten whites. Place in oiled baking dish and bake until firm. Serve at once.

Potato and Nut Timbales—One cup mashed potatoes, 1½ cups chopped nuts, 1 teaspoon salt, ⅛ teaspoon pepper, 2 eggs, 1-3 cup milk, 3 tablespoons fat. Beat eggs, add other ingredients and place in oiled cups. Place in a pan of hot water and bake until firm.

Potato Nut Loaf (a meat saver)—Six medium sized potatoes, 1 pimento, chopped, ½ cup nut meats, chopped; 1 cup white sauce (medium); 1 green pepper, chopped. Cook and mash potatoes. Make a mound on a platter. Make a deep crease through the center and fill with white sauce to which the other ingredients have been added.

Meat Pie—One pound boiling meat, 5 or 6 small potatoes, onion juice, 1 cup mashed potatoes, ½ cup flour or flour substitute, 1 teaspoon baking powder, ½ cup carrots, salt and pepper to taste. Cook meat, cut in small pieces. Mix with potatoes and carrots (cooked). Add seasonings. Place in an oiled baking dish. Cover with seasoned mashed potatoes. Bake.

Potato Pudding—One cup mashed potatoes, 4 tablespoons cooking fat, 2 eggs, ½ cup milk, ½ teaspoon salt, ½ lemon (juice and rind), 2 tablespoons syrup or honey, ¼ cup raisins or raisins and nuts. Boil potatoes, mash, add fat, eggs, milk, lemon juice, grated peel and syrup. Beat thoroughly and bake in an oiled baking dish ½ hour or longer.

Steamed Chocolate Pudding—Two and one-half tablespoons fat, 1 egg, ¼ cup sugar, ½ cup milk, ¼ teaspoon salt, ½ cup cooked mashed potatoes, 1½ cups graham or barley flour, 2 squares chocolate, 4 teaspoons baking powder. Cream fat and sugar and add well-beaten egg, hot potatoes, melted chocolate, milk and sifted dry material. Mix thoroughly, put in greased individual molds and steam at least 2 hours. Serve with any pudding sauce.

Almost Plum Pudding—One cup grated potato, 1 cup grated carrot, ½ cup molasses, 1 cup raisins, 1½ cups wheat flour or a substitute, 1 teaspoon cinnamon, ½ teaspoon cloves, 1 teaspoon nutmeg, 1 teaspoon soda, 1 teaspoon baking powder, ½ cup melted fat. Mix in the order given, pour into well-greased tins. Steam 3 hours.

Waffles—One cup milk, 2 eggs, 1 tablespoon melted fat, ½ teaspoon salt, 1 cup flour or a substitute, 1-2 cup mashed potatoes, 2 teaspoons baking powder. Sift dry material. Add milk, potatoes, beaten egg yolks and melted fat. Fold in carefully the whites of the eggs beaten stiff. Bake on a hot waffle iron.

Potato Biscuits—One cup mashed potatoes, ½ cup milk, 3 tablespoons fat, ½ cup wheat flour, 1½ cups rice flour, 4 teaspoons baking powder, 1 teaspoon salt. Sift dry ingredients, rub in the fat and add potatoes. Mix to a soft dough with milk, handling as little as possible. Pat out or roll out, cut, place on a greased tin and bake in a hot oven about 15 minutes.

For potato cake proceed in the same way as for potato biscuit, adding enough liquid to make dough thin enough to be dropped from a spoon. Drop on oiled biscuit pan and bake.

Poultrymen of Pacific Coast Begin United Effort To Obtain Oriental Egg Tariff

WESTERN WASHINGTON poultrymen are going to join California and Oregon in an effort to obtain a tariff that will keep Oriental eggs from being sold on the market in competition with clean, wholesome eggs in this country. At the direction of a committee composed of representatives of the Washington Cooperative Poultry Association, Seattle Chamber of Commerce and feed manufacturers, H. H. Collier of the state Department of Agriculture, and C. H. Burnett, representing the poultrymen, left yesterday morning for Washington, D. C., to work in the interest of a tariff on foreign eggs. This is the result of a movement on the Pacific Coast, started by the poultrymen and Chamber of Commerce at Petaluma, Cal., to check the shipment of Oriental eggs to this country. H. W. Kerrigan, secretary of the Petaluma Chamber of Commerce, who has assisted in organizing the movement in the three states, is in Seattle and this afternoon met with a committee of poultrymen and others of the Seattle Chamber of Commerce to work out a program to back up the efforts of the two representatives sent from this state to Washington.

"In the last year," said Mr. Kerrigan, "Oriental eggs to the value of $[illegible] were shipped into this country through the port of Seattle alone, and other large quantities came in through San Francisco and British Columbia ports. The development of the Oriental eggs business means the ruin of the poultry industry on the Pacific Coast unless we can have a protective tariff that will give the poultrymen here a chance to compete. This is a matter which very seriously affects others besides the poultrymen. It affects the feed manufacturers, the merchants from whom the poultrymen buy, and the consumers. Many of the consumers don't know it, but the majority of Oriental eggs are produced under unsanitary conditions that would not be tolerated here."

Mr. Kerrigan gives the following statement, showing the value of the Oriental eggs imported to this country through the Port of Seattle alone in 1920:

January—		
Eggs, shell	[illegible] cases	$ [illegible]
Eggs, dried	137 cases	[illegible]
Eggs, frozen	663 cases	[illegible]
February—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, shell	[illegible] cases	[illegible]
Eggs, frozen	14,019 cases	[illegible]
March—		
Eggs, dried	[illegible] cases	[illegible]
April—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
May—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
June—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
July—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
August—		
Eggs, frozen	[illegible] cases	[illegible]
Eggs, dried	[illegible] cases	[illegible]
September—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
October—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
November—		
Eggs, dried	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
		$[illegible]
December—		
Eggs, shell	[illegible] cases	[illegible]
Eggs, frozen	[illegible] cases	[illegible]
Eggs, dried	[illegible] cases	[illegible]
		$[illegible]

"These figures show," he said, "how serious is the menace of Oriental eggs. Wholesome food cannot be produced under the present conditions in China, and to compel the American poultrymen to compete with that product on an open market means nothing but disaster to the industry here.

"Seattle and Washington ought to be particularly interested in protecting this industry."

Mr. Collier and Mr. Burnett will arrive in Washington, D. C., tomorrow morning, and the first of the week they will meet representatives of poultry interests in Oregon and California and join forces with them in presenting the case to the congressional delegations from those states.

Feed the cows well. You should not expect dairy cows to give satisfactory results on half ration. A half fed cow never did pay. If you are quite sure your cow is a good one the amount of profit you derive from her is in direct proportion to the reasonable good care you put into her. The Babcock test and scales will tell you of her ability at the pail.

Canada's potato crop averaged 174.3 bushels to the acre this year against 153.9 bushels last year. The total yield was 126,-[illegible] bushels.

THE SUNDAY MAGAZINE—AN OPPORTUNITY

A Program for School News.

type of school news which the newspaper is most anxious to secure. It must contain the elements of news, namely, general interest, timeliness, the unusual. It must contain the elements of newspaper style, a statement of facts, simplicity, conciseness, with the gist of the story in the first paragraph or 'lead'. To some extent, the happening of events will determine the publication of this type of news, but, when skill in discovering and emphasizing the news "story" is acquired, many a subject which is now treated as propaganda or discussion can much more successfully accomplish its end as "news". School "news as such" will compete with other news. Its position will depend upon the elements in it which determine the position of all news in the paper. This type of school news should more and more receive the emphasis. It meets with the especial approval of editors. It will be read by more general newspaper readers than any other type. It is illustrated in Figure 23, page 11.

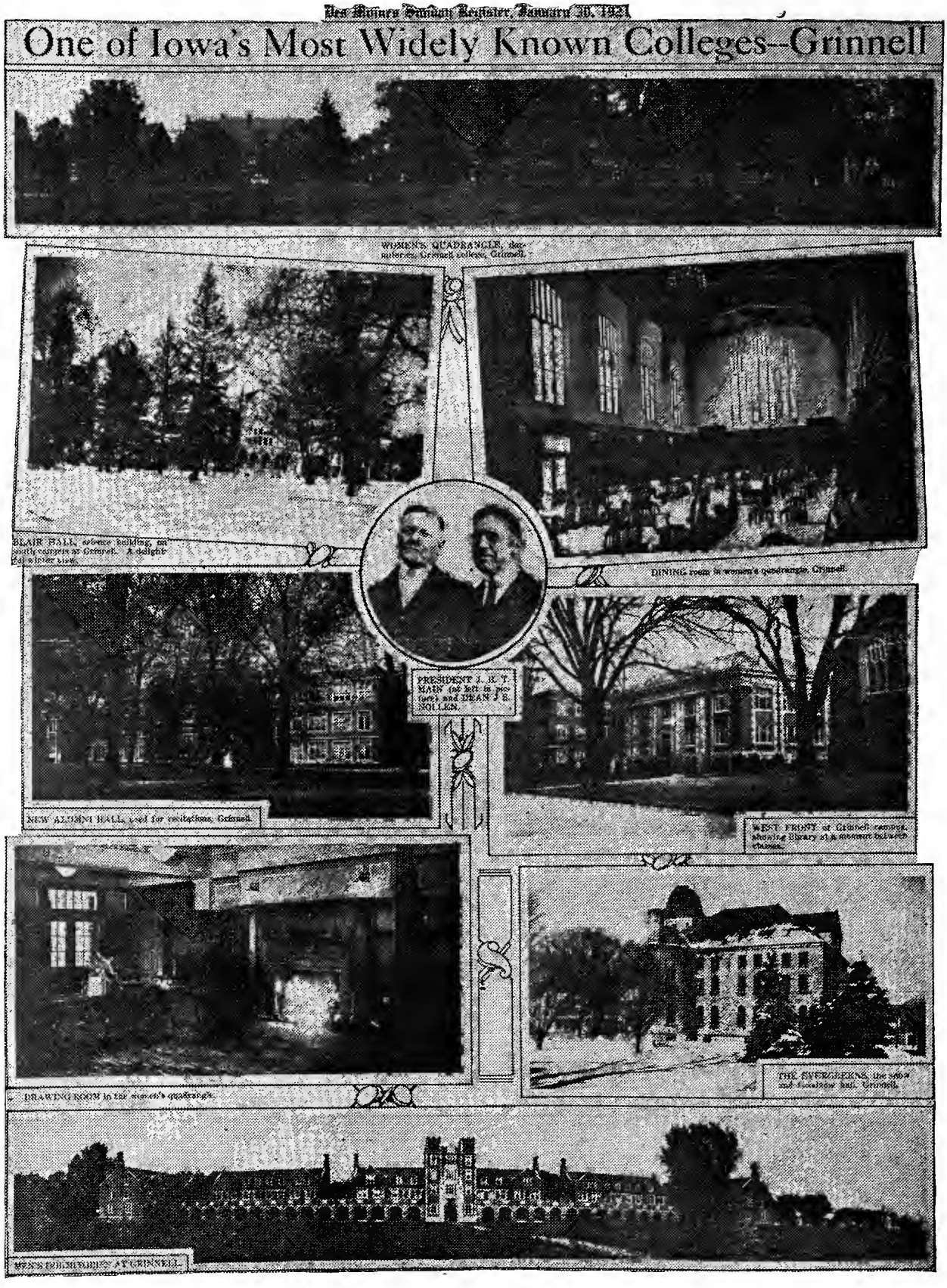
(*b*) A School Page.

It may be possible to arrange for a school page in the newspaper. There are two kinds:

(*1*) A page which is a miniature newspaper of the system dealing with various matters, such as that shown in Figure 24, page 14.

(*2*) A page in which only one subject is treated at a time as shown in Figure 13, page 100.

The school page will be read mostly by those already interested in the school. It is a good medium through which to interest and gain the cooperation of patrons; it may serve as a means of creating "esprit de corps" among the teaching staff; it can be used to



EDUCATIONAL PUBLICITY DE LUXE—THE SUNDAY ROTOGRAVURE SECTION

A Program for School News.

create and maintain the interest of school children. Illustrations will increase the effectiveness of the school page. They will be worth while, even if the school system has to pay for them.

(*c*) The School Column.

This type is a miniature of the school page. It is used where a whole page is not available. Like the school page, it is of two kinds, both of which are illustrated in Figure 14, page 102 and Figure 28, page 95.

(*d*) Special School News Feature Articles.

This type of school news is also in great favor with newspaper editors. They believe it is much more effective than the fixed types such as the school column. The news feature story permits the interesting features of the school system to be brought to the attention of the public. This type differs from "news as such" in that it can be longer; it can go into more detail; it permits more use of illustrations. Several of these feature articles are shown in Figure 27, page 6. Figure 15, page 104 illustrates the fact that school news does command place on the front page. The articles illustrated were part of a series which appeared approximately 100 times on the front page of the newspaper. They were evidently prepared by a special correspondent, and cover each public school in the city.

(*e*) School Notes.

These are most often written by a student reporter. High school notes are most common, but elementary school notes are published in some newspapers. As a usual thing, they deal with student activities, student personals, and the social happenings of the school. In most instances, they are very badly done. In some publicity programs they may find a place, but they should be carefully planned and edited, and be made to add to the whole program.

Now, My Idea Is This!

Talks With Thinking Buffalonians on Subjects They Know Best.

BUFFALO'S PART-TIME SCHOOLS.

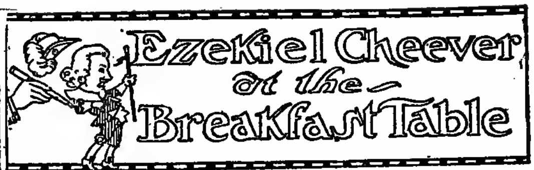
By WILLIAM J. REGAN,
(Director of Buffalo's Part-Time Schools.)

A great many employers in the city are concerned with the operation of that section of the educational law of the state relating to the operation of compulsory part-time schools.

The majority of the 14 to 18 year old children, in fact approximately two-thirds of all the children within these ages, march directly from the school to the factory, from the class room to the work shop, where there are no facilities for continuing their general education. The most of them are untrained industrially, at the start, and therefore cannot profit, except in a small degree, from the instructions given by journeymen, pieceworkers and shop foremen. They drift, for the most part, into de-educative jobs and then from one job to another. They are timid in the 14 and 15 year old groups, their morale is low, they are in the most vital, formative years of their

the city and the state in the elementary education of those children who leave school at an early age. It is good business to conserve this investment and to make it yield the return that society has the right to expect. The part-time school is a means to this end.

The functions of the part-time school therefore become plain. The gap between the idealistic school life and the practical life of employment must be bridged. The means of intellectual and educational advancement which were lost with the passing of the apprenticeship system must be replaced. Society must be protected by reducing the ranks of the unfortunate and the ignorant. Further training in the fundamentals of education must be given but it must be offered in such form as the young worker will accept. The deadening influence of automatic work must be offset and a more perfect democracy must be established by affording ... tunity



FIRST AID.

TALKING about schools, the future appears very rosy when contrasted with the rottenness of the present. The buildings in which a majority of our school children are now housed are not healthful nor safe nor adequate. Many of the structures are of such character that a parent would be justified, morally, in refusing to permit his children to enter them, but the compulsory attendance law will not let him exercise this parental prerogative of safeguarding the life of his children.

Every child must go to school for a given period, so says the law, but the law, which is always wise and just, does not say anything about the kind of building a government, which forces attendance upon school, shall provide for those who are required to attend. It may be because men cannot be moral without enacted laws demanding it—such I believe is the view of our re-

Mr. Leser edged in a typical Maryland excuse by saying: "Baltimore is naturally low in that list because we *have* done our school building out of the annual levy." Then came Dr. Strayer's wallop, not for Mr. Leser alone, but for the whole clan of Baltimoreans: "That would be all right if you had decent school buildings to show for it."

It would be an unfortunate thing for Baltimore, indeed, if, after the seven millions have been spent, we should still feel called on to make excuses. If, when we boast about the wonderful washed-air we feed to a negligible percentage of our children, somebody who knows were to rise and say "But 80 per cent. of your children, and those among the younger ones to whom cleanliness is so vital, cannot wash their hands during the school day, and a large number cannot get a drink of water during school hours—because no facilities have been provided."

From Today's Contributing Editor

THE STAFF

Clarence E. Carr · Andrew L. Felker · Richard W. Husband · J. O. Kendall · Rev. Dr. B. W. Lockhart · John R. McLane · Rt. Rev. Edward M. Parker · Ralph D. Paine · Mrs. James W. Remick · Frank S. Streeter · Omar A. Towne · Mrs. Arnold S. Yantis

A LITTLE MORE KINDNESS, PLEASE!

The country awoke to the fact, not long ago, that school-teachers had an aversion to being starved to death. It was silly of them, but there you were! They were presumed to realize that they were in a noble calling whose rewards were ever so much better than money. By way of answering this argument they decided to quit the job, tens of thousands of them, and find out what earning a real living was like. The country stood aghast ...

Sunday Registe[r]

OUR OPINIONS

Three Simple, Pretty Styles for High School Girls.

BY PRISCILLA WAYNE.

At a recent meeting of the West high Parent-Teachers' association, eighteen girls of the school participated in a "style" show. These are three of the styles shown, any one of which is pretty and suitable and within the reach of any girl.

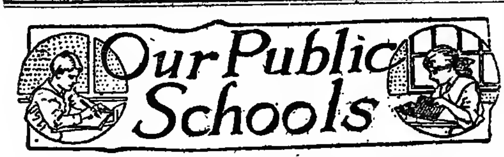
... skirt are worn by ... one-piece dress by ... g at the right) and ... ston (seated). ... lothe their daughters ... as these, ... ial way

tempted to leave school because they cannot "keep up."

Here are more letters on the subject of snobbery in the high schools, and the effect it has upon those who are unable to maintain the pace set. What do you think?

Do you think high school boys and girls of today are snobbish? Do you believe the wearing of a standard high school costume would help the situation?

What DO you think?



AH, HA! A SURVEY!

OUR energetic School Board on Thursday arranged to have the Baltimore school system surveyed at last. It wisely selected the one individual who would seem to promise the most capable services, Prof. George Drayton Strayer, of the Teachers' College. At the same time the board, by its action, accomplished several things, namely: It recorded the most definite step so far taken for the betterment of the local school situation; it drew the supports from underneath sane opposition to the proposed $6,000,000 school loan, and it convicted the Hon. Mr. Broening and his survey commission of all the things with which they have been charged by this department.

For more than a year Mr. Broening chased about the country like a wild moose pretending that he was trying to arrange for a school survey, but that he couldn't get it. For many months the Survey Commission gumshoed over the universe and finally solemnly protested that it could not secure a survey. The new School Board, apparently having red blood in its veins and regulation apparatus in its head, arranges for an authoritative survey in the same short order that the writer offered to do in last Sunday's sermon.

Mr. Broening may have been right when he charged the writer of *Our Public Schools* with being a poltroon, a gargoyle, a liar and a thief, but even all of these questionable qualities take from the School Board exclusive credit for having succeeded in getting a survey for the Baltimore schools.

MISSED OPPORTUNITIES.

IF the public is interested in facts, such as do not appear in the *Municipal Journal*, the following item should appeal. The writer of this department, at the time greatly concerned that Mr. Broening and his Survey Commission might actually do something which would entitle them to commendation from the friends of school betterment

fore planning—or even before abandoning plan—to stop, look and listen so as to make sure that they were headed in the right direction. If the Mayor jumped at his task prematurely, responsibility for his blunders rests with him, if the Commission did the same thing, it was doubtless prompted by putting complete faith in the conclusions that Mr. Broening's ability to lead was equal to his willingness to as...

Baltimoreans ... believe that th... did all it could ... taken; but this ... the assertion ... educational foun... hour were uncert... taking on the su... serted in this dep... can be said co... Broening had pu... inite course, t... Board would h... make the survey... after months of ... ing and the Surv...

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Delinquent Homes—Delinquent Children.

By MRS. J. E. LESLIE.

JUDGE HULBURT only spoke a self-evident fact when he asserted before the women's club that parents are to blame for the culprits who fill the Detention Home.

The sole responsibility for ...

offenders come would lead one to think that the parents have no idea of an ideal of anything. Letters to the Experience Column—thousands of them—from children complaining of drunken fathers and nagging mothers making home anything but what the word means, would point to an utter lack of ideals. These letters either say that the little writers love mother and try to please her, but in vain, or else they have reached the stage where their natural love has turned to hate—a condition which seems revoltingly impossible to those whose homes are what God meant home to be.

Church and school can help in the moral and ethical training of children, but unless there is the home foundation, their work bears merely superficial results that will not stand the strain of the world's temptation or the childish defiance and sense of injustice that floods the whole being of the little injured one.

The atmosphere of love at home is the best safeguard against the juvenile court—not only love, for even the meanest parent has a natural love for his child—but the atmosphere that comes from love expressed without restraint.

PUBLIC SERVICE

Faulty Nutrition

By MRS. WILLIAM J. CHALLMAN,
Nutrition Project Leader, Home Bureau of Chamber of Commerce.

(This series of articles assembled by the Home Bureau of the Chamber of Commerce is prepared by observers in different walks of life, for the purpose of calling to the attention of the public the prevalence of malnutrition among children in Spokane and its effects on adults. Articles will be presented from the view point of an army medical officer, a tuberculosis specialist, a business man, a labor leader and a physical director.)

A careful survey by the Spokane public school health department, in which over 4000 children were weighed and measured, reveals a high percentage of malnutrition. It is as marked here as in Boston and in Chicago, where investigation by the eminent child specialist, Dr. Emerson, shows that one in every three children is malnourished. This same ratio of men unfit for military service existed in the draft for the great war. The fact plainly suggests that children below normal become adults below par—they don't "outgrow it." What shall

THE SPECIAL COLUMN FINDS SCHOOL MATTERS OF INTEREST

A Program for School News

(*f*) School Athletic News.

From the reports of editors and superintendents, it was learned that a large amount of school athletic news gets into the newspaper. It was stated that this side of school life is over-emphasized by the press. However that may be, athletic news plays a prominent part in school news. It should be as carefully prepared as any other school news and, whenever possible, made to inform the reading public of the relation between school and sport. It cannot be denied that this is one channel through which certain citizens can be interested in the public school system. Probably its proper position is on the general athletic page. In some instances, public school sport news is considered of front page and editorial column importance.

(*g*) Parent Teacher Association Notes.

A large majority of editors rated this kind of news very highly. It should have an important place in any publicity program. This importance will, of course, depend upon the importance of the Parent Teacher organization in the system. The opinion of school patrons relative to school matters will find a place for its expression in this type of news.

(*h*) School Board Meeting News.

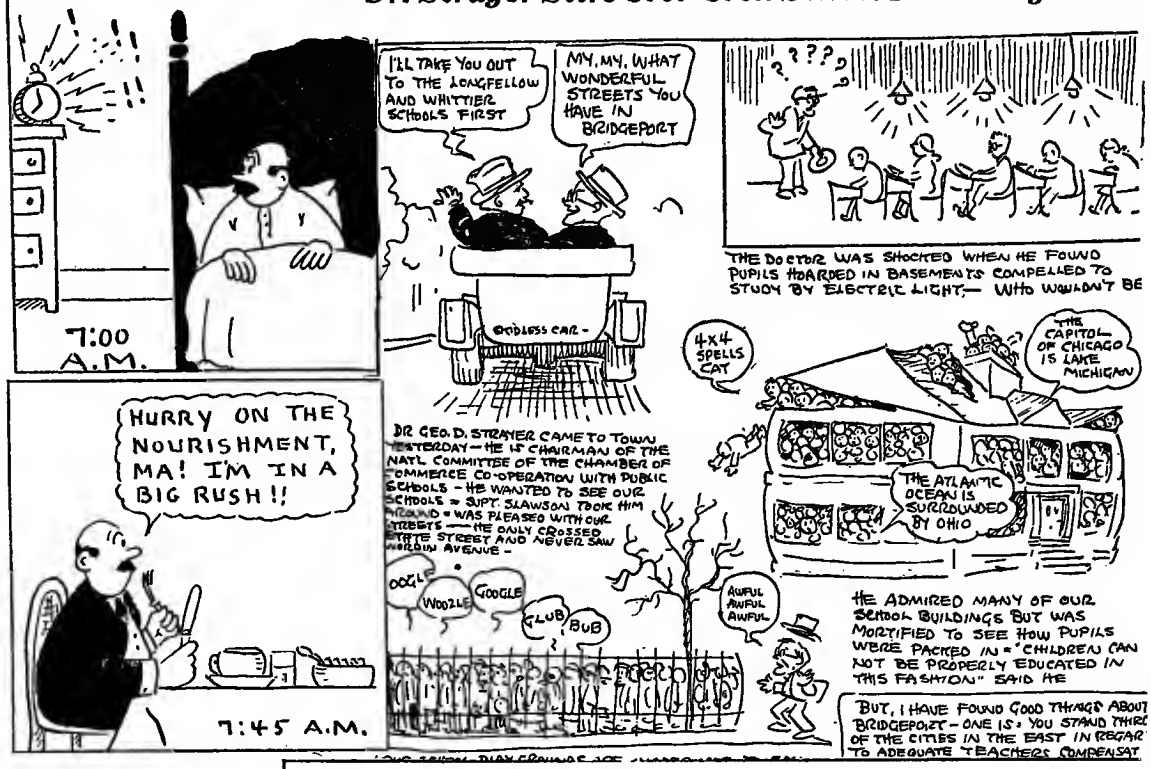
This is a very common kind of news. It is usually covered by the newspaper itself. It is often the subject of sensationalism. A carefully prepared account of school board meetings, if furnished to the newspapers, might avoid some of this sensational treatment.

(*i*) Local Teachers' Club News.

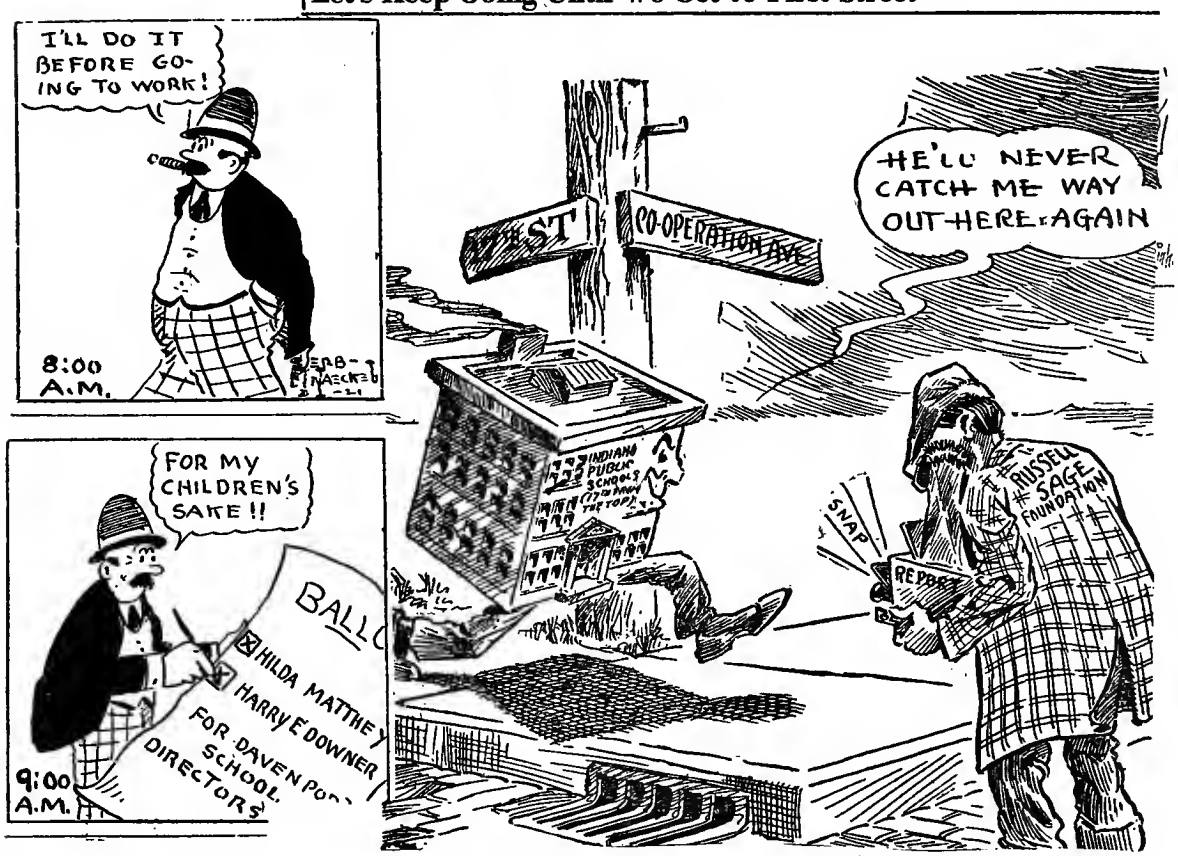
Where such organizations exist, news as to their activities should be made a part of the publicity program. The point of view of

Do Not Forget to Vote on Monday at the Davenport School Election

Dr. Strayer Stirs C. of C. on School Needs. By Stein



Let's Keep Going Until We Get to First Street



CARTOONS ADAPTED TO SCHOOL PUBLICITY

the teacher makes good news. An example in Figure 28, page 95 shows how one newspaper treats news about teachers. *A Program for School News.*

(*j*) A Page or Department Contributed by School Children.

Figure 16, page 106 shows how this type is featured in Long Branch, California; Des Moines, Iowa; and Grand Rapids, Michigan. It differs from school notes prepared by students in that the articles, as will be seen, are not of a news character. Its value is probably two fold: first, to interest the children in newspaper writing; and, secondly, to interest the parents in the school. It can be adapted to any grade through the High School. Several editors expressed interest in this type of news.

(*k*) Editorials.

The use of the editorial for discussing school matters is controlled by the newspaper. Some editors believe that this is the only division of the newspaper which should carry propaganda for, or state opinions relative to, school matters. It is clear that the editorial carries great weight. The proper relations between the school system and the editor will make it possible to secure for education that editorial discussion to which its importance entitles it. Figure 25, page 24 illustrates editorial discussion of school matters.

(*l*) The Sunday Magazine and Picture Supplement.

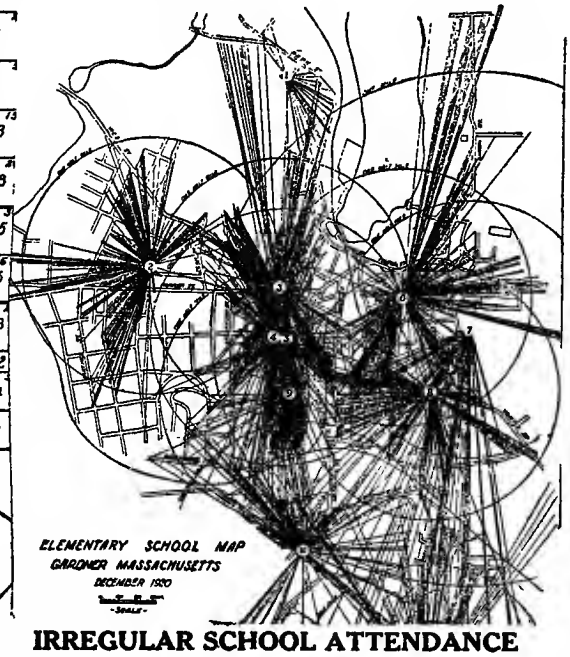
School news finds its place in the Sunday edition. It is a good edition for school news. The Sunday magazine is adapted to articles of considerable length. A series of such articles on school matters could be made a very important part in a publicity program. Pictures are a good publicity. The Rotogravure Section of the modern Sunday newspaper offers excellent opportunity for picturing the plant and activities of the

Enrollment in Bangor Public Schools on Sept. 1, 1920

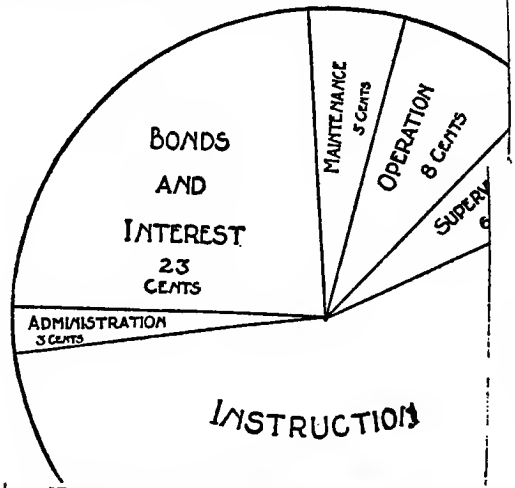
—Age Grade Table—

For September 1, 1920

Age	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
Kindergarten	13	60	18	4																	86	
Grade I	18 / 5	131 / 71	38 / 20	0 / 2																	193 / 98	
Grade II		21 / 20	43 / 37	3																	67 / 57	
Total	18	172	118	9											Total for Kindergarten							317
Grade I			44 / 38	115 / 127	62 / 59	16 / 19	3 / 4	2 / 2	1 / 1	1 / 1											244 / 251	
Grade II				28 / 20	82 / 70	51 / 56	15 / 17	10 / 6	1 / 3	4 / 4	1 / 1										187	
Grade III				4 / 3	19 / 23	71 / 63	55 / 54	17 / 28	6 / 5	5 / 1	4 / 3											
Grade IV						17 / 19	74 / 54	38 / 46	18 / 32	7 / 17	3 / 1											
Grade V							20 / 23	64 / 45	55 / 42	22 / 27	13 / 13											
Grade VI							1 / 3	25 / 19	68 / 69	33 / 54	21 / 17											
Grade VII								1 / 1	17 / 9	39 / 44	3 / 31											
Grade VIII								1 / 1	6 / 6	30 / 22	6 / 49											
Grade IX									3 / 1	9 / 8	7 / 33											
Total			83	298	315	312	323	296	341	323	322											
Grade									1 / 4	15 / 21	3 / 94											

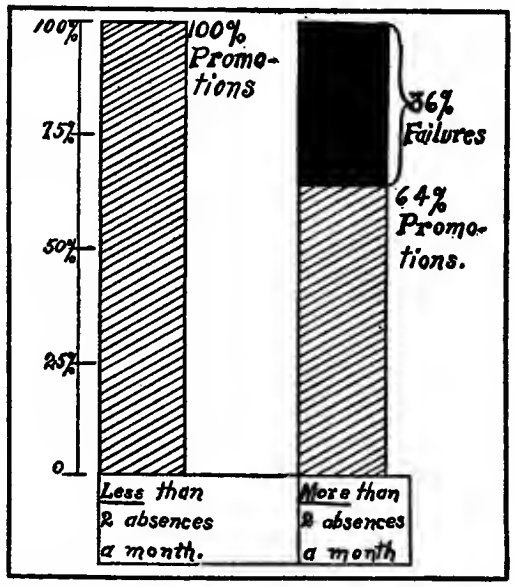


HOW AKRON SCHOOL DOLLAR IS SPENT



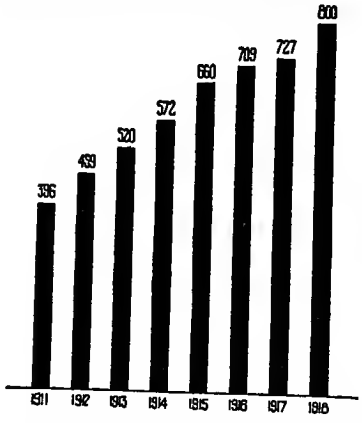
IRREGULAR SCHOOL ATTENDANCE AND FAILURES

FIRST GRADE, 1920-21, TURLINGTON GRADED SCHOOL
SMITHFIELD, N. C.



There were 107 pupils in the first grade last year, 1920-21. Thirty two were absent less than two days a month, and every single one of them was promoted, 100 per cent promotion.

PELHAM PUBLIC SCHOOLS SHOW A STEADY GROWTH



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CHARTS AND GRAPHS WHICH HAVE BEEN PUBLISHED IN NEWSPAPERS

A Program for School News.

school system; colleges have utilized this kind of publicity to a considerable extent. A public school news organization ought to be able to convince an editor that the public schools of any city offer splendid subjects for rotogravure pictures in the Sunday edition. Figures 17 and 18, pages 108 and 110 show school news in the Sunday edition.

(*m*) The "Column".

Figure 19, page 112 shows that the special columns find school news of interest. The special column writer may be made a valuable member of any public school news organization.

(*n*) Cartoons.

To some, the use of cartoons to carry school news may seem undignified. However that may be, many reforms have been achieved by the use of newspaper cartoons. Figure 20, page 114 shows some examples of the cartoon as adapted to school news purposes. Observation will prove that cartoons are much read. They have the quality of being easily understood. They have a place in some school publicity programs.

(*o*) Charts and Graphs.

The school man is rapidly coming to use charts and graphs to express school facts. They undoubtedly should be utilized in a newspaper program. Figure 21, page 116 shows some that have been published in newspapers. Their use, however, should be carefully governed by the results desired. For the general reader, only the simplest charts and graphs are effective. Those which contain the elements of the picture are the most effective.

(*p*) Display Advertising.

Conditions may make it advisable to use paid display advertising. Oftentimes the expense of such publicity will be borne by civic organizations. Figures 12 and 22, pages 98 and 118 illustrate this form of publicity.

"Our Boys and Girls First"

1. The people of Bucyrus want good schools.
2. Good schools are not possible without good teachers and good buildings.
3. Good teachers must be paid living wages, and good buildings cost money.
4. Public education is a business proposition, most likely our city's biggest business undertaking.
5. Every citizen must assume his share of the responsibility for public education—that's what "America" means.

Vote for the Two Mill Levy to Properly Officer Our Schools and Additional Bond Issue to Complete the New High School

Election August 10, 1920

"Our Boys and Girls First"

SCOTTISH RITE IS BACK OF BONDS FOR NEW HIGH SCHOOL

Whereas, It has been proposed that the city of Tucson, by special election for that purpose, issue bonds in the sum of $750,000 for the purpose of financing the erection of a modern and commodious high school building; and,

Whereas, The individual members of this body have given careful consideration and thought to the needs of Tucson for such an institution; and,

Whereas, It is the unanimous consensus of opinion of this body that nothing short of a building capable of accommodating the rapidly increasing attendance for a number of years in the future should be erected, and that such a building is seriously demanded immediately; now therefore be it

Resolved by Arizona Consistory No. 1, Scottish Rite Masons, That it is for the best interest of the citizens of Tucson that the proposed bond issue of $750,000 be favorably considered by the united taxpayers of school district No. 1; and, be it further

Resolved, That Arizona Consistory No. 1, Scottish Rite Masons, hereby manifests its fullest support of the aforesaid bond issue.

The Man Who Knows

The world is asking each day:

"WHERE CAN I GET THE RIGHT MAN TO FILL THAT PLACE?"

When new positions become open; when selections are made for the places ahead, who is the man that is offered the opportunity?

It Is The "Man Who Knows"

You can prepare yourself for a large place in the world by getting ready now to enter school

SEPTEMBER 6TH,

and by continuing your studies until you get the best education that the public schools can offer towards making you become come day

The Man Who Knows

The Grand Junction Public Schools

Are Your Children On Part Time?

There will be a Public Meeting to discuss

THE

School Bond Issue

Tuesday, MARCH 15

AT 8 P. M.

HIGH SCHOOL AUDITORIUM

Your Boy Is Going to School of Course

One of the greatest misfortunes that can befall a child is to drop out of school before he has received a good Common-School Education.

All This Week

WE ARE OFFERING A LOT OF BOYS' SHOES Sizes 9 to 6, at

$3.45 per pair

The regular value on these shoes will run as high as $6.00.

Sampliners

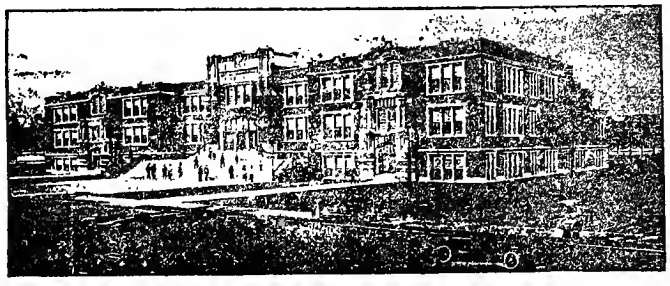
TO THE CITIZENS OF ERIE

(Article 2)

Do you realize that the increased cost of labor and supplies affects the school system to the same degree as that of the merchant, manufacturer or private citizen?

The operation of a school system consists entirely of supplies and salaries of employes. Teachers must be paid living wages or compelled to seek other vocations. The School Board must pay the market price for coal, paper and all necessary supplies, which have doubled and tripled in price.

The question to be decided is whether the completion of the East High School shall be financed by adding an additional five mills to the operating costs or



Put On The Roof

You wouldn't build a house and leave off the roof would you?

That's just what we are up against with the New Bucyrus High School. There is money enough to build the building but not enough to finish the second floor. The second floor is a vital part as it is divided into school rooms and this room is absolutely needed. Temporary frame buildings at three different places prove that we need more rooms and of a creditable kind.

Come on Fellows, School Begins Next Tuesday

School begins next Tuesday—You hear it on every hand. Teachers are beginning to arrive from their summer vacations and are looking for rooms. People are moving in from surrounding towns and country so that their boys and girls may have advantage of Grand Junction's splendid schools. The new addition to the High School is completed. Everything is in readiness for the country's Biggest Business—equipping our boys and girls to fill their places in the world.

The Fair Store is fully prepared to meet every requirement in satisfactory School Clothes for boys and girls of all ages.

Education The Best Investment

According to statistics from the

Have The Children Take This List of Supplies With Them the First Day of School

It contains all the needed supplies as approved by the school

DISPLAY ADVERTISEMENTS
LOCAL MERCHANTS ARE OFTEN WILLING TO ADVERTISE THE SCHOOLS

(*q*) As a Part of the Continuous Campaign, some school systems have been enabled to secure special editions of the newspaper for school publicity. In some cases, the entire edition of the paper has been prepared by the students of a school system or journalism class. In some cases, a special "School Number" has been issued. Figure 26, page 42 illustrates this cooperation on the part of the newspaper. *A Program for School News*

CONCLUSION

A public school publicity or news program should be developed as a part of the whole educational program with the cooperation and advice of newspaper organizations. If it is carefully planned, thoroughly organized, and systematically carried out, it will prove to be of great benefit to the school system. It will be a most powerful agency for securing the interest, cooperation, and support of the public, without which progress is impossible.

APPENDIX A

NEWSPAPERS FROM WHICH THE MATERIAL FOR THE NUMBER COUNT AND COLUMN INCH MEASUREMENT WAS SECURED

City	*State*	*Name of Newspaper*
Akron	Ohio	The Akron Times
Boise	Idaho	The Idaho Daily Statesman
Buffalo	New York	The Buffalo Evening News
Canton	Ohio	The Evening Repository
Davenport	Iowa	The Davenport Times
Denver	Colorado	The Denver Post
Des Moines	Iowa	The Des Moines Register
Detroit	Michigan	The Detroit News
Great Falls	Montana	The Great Falls Tribune
Haverhill	Massachusetts	The Haverhill Gazette
Lincoln	Nebraska	The Nebraska State Journal
Long Beach	California	The Daily Telegram
Manchester	New Hampshire	The Manchester Union
Muskegon	Michigan	The Muskegon Chronicle
Newark	New Jersey	The Newark Evening News
Oakland	California	The Oakland Tribune
Rochester	New York	The Democrat-Chronicle
Rockford	Illinois	The Rockford Daily Register-Gazette
Salt Lake City	Utah	The Salt Lake Tribune
San Diego	California	The San Diego Union
Scranton	Pennsylvania	The Scranton Times
Seattle	Washington	The Seattle Daily Times
Spokane	Washington	The Spokane-Chronicle
White Plains	New York	The Daily Reporter
Wichita	Kansas	The Wichita Daily Eagle

APPENDIX B.

DAILY NEWSPAPERS COOPERATING IN THIS STUDY

NEWSPAPERS IN CITIES OF 100,000 AND OVER

	City	*Name of Paper*	*Edition*
1.	Akron, Ohio	The Times	Evening and Sunday
2.	Boston, Mass	The American	Evening and Sunday
3.	Boston, Mass	The Christian Science Monitor	Morning
4.	Boston, Mass	The Transcript	Evening
5.	Birmingham, Ala	The News	Evening and Sunday
6.	Bridgeport, Conn	The Post	Evening and Sunday
7.	Buffalo, N. Y	The News	Evening
8.	Chicago, Ill	The News	Evening
9.	Cincinnati, Ohio	The Post	Evening
10.	Dayton, Ohio	The News	Evening and Sunday
11.	Des Moines, Ia	The Register	Morning and Sunday
12.	Detroit, Mich	The News	Evening and Sunday
13.	Grand Rapids, Mich	The Press	Evening
14.	Independence, Mo	The Examiner	Evening
15.	Kansas City, Mo	The Star	Evening and Sunday
16.	Louisville, Ky	The Times	Evening
17.	Milwaukee, Wis	The Journal	Evening and Sunday
18.	Minneapolis, Minn	The Tribune	Morning, Evening and Sunday
19.	Newark, N. J	The News	Evening
20.	Philadelphia, Pa	The Inquirer	Morning and Sunday
21.	Portland, Ore	The Oregonian	Morning and Sunday
22.	St. Louis, Mo	The Globe Democrat	Morning and Sunday
23.	St. Louis, Mo	The Post Dispatch	Evening and Sunday
24.	Scranton, Pa	The Times	Evening
25.	Seattle, Wash	The Times	Evening and Sunday

NEWSPAPERS IN CITIES OF 30,000 TO 100,000

	City	*Name of Paper*	*Edition*
1.	Allentown, Pa	The Call	Morning and Sunday
2.	Canton, Ohio	The Repository	Evening and Sunday
3.	Charleston, S. C	The Post	Evening
4.	Chattanooga, Tenn	The Times	Morning and Sunday
5.	Columbia, S. C	The State	Morning and Sunday
6.	Davenport, Ia	The Times	Evening
7.	Duluth, Minn	The Herald	Evening
8.	Elmira, N. Y	The Star Gazette	Evening
9.	Fort Wayne, Ind	The Journal Gazette	Morning and Sunday
10.	Gary, Ind	The Post and Tribune	Evening
11.	Lewiston, Me	The Journal	Evening and Sunday
12.	Lima, Ohio	The News and Times Democrat	Morning, Evening and Sunday
13.	Macon, Ga	The Telegraph	Morning and Sunday
14.	Manchester, N. H	The Union	Morning
15.	Montgomery, Ala	The Journal	Evening and Sunday
16.	Newport, R. I	The News	Evening
17.	Ogden, Utah	The Standard Examiner	Evening and Sunday
18.	Oklahoma City, Okla	The Oklahoman	Morning and Sunday
19.	Passaic, N. J	The Herald	Evening
20.	Perth Amboy, N. J	The News	Evening
21.	Pittsfield, Mass	The Berkshire Eagle	Evening
22.	Portland, Me	The Express and Advertiser	Evening and Sunday

	City	*Name of Paper*	*Edition*
23.	St. Joseph, Mo.	The News Press	Evening
24.	Saginaw, Mich.	The News Courier	Evening and Sunday
25.	South Bend, Ind.	The Tribune	Evening
26.	Springfield, Ill.	The Illinois State Journal	Morning and Sunday
27.	Tacoma, Wash.	The News Tribune	Evening
28.	Taunton, Mass.	The Gazette	Evening
29.	Terre Haute, Ind.	The Star	Morning and Sunday
30.	Troy, N. Y.	The Record	Morning and Evening
31.	Utica, N. Y.	The Press	Morning
32.	Wichita, Kan.	The Eagle	Morning and Sunday

NEWSPAPERS IN CITIES OF LESS THAN 30,000

1.	Albion, Mich.	The Recorder	Evening
2.	Athens, Ohio	The Messenger	Evening
3.	Bellingham, Wash.	The Herald	Evening
4.	Brownsville, Tex.	The Herald	Evening and Sunday
5.	Burlington, Vt.	The Free Press	Morning
6.	Casper, Wyo.	The Tribune	Evening
7.	Cedar Falls, Ia.	The Record	Evening
8.	Cheyenne, Wyo.	The Wyoming State Tribune and Leader	Morning, Evening and Sunday
9.	Elkhart, Ind.	The Truth	Evening
10.	Fargo, N. D.	The Forum	Evening
11.	Fort Dodge, Ia.	The Messenger and Chronicle	Evening
12.	Grand Forks, N. D.	The Herald	Morning, Evening and Sunday
13.	Greeley, Col.	The Tribune and Republican	Morning and Evening
14.	Henderson, N. C.	The Dispatch	Evening
15.	Idaho Falls, Idaho	The Times Register	Morning and Sunday
16.	Jackson, Miss.	The News	Evening and Sunday
17.	Keene, N. H.	The Sentinel	Evening
18.	Keyser, W. Va.	The Mineral News	Evening
19.	Key West, Fla.	The Citizen	Evening
20.	Little Falls, Minn.	The Transcript	Evening
21.	Logan, Utah	The Journal	Evening
22.	Marion, Ohio	The Star	Evening
23.	Meridian, Miss.	The Star	Evening and Sunday
24.	Moultrie, Ga.	The Observer	Evening
25.	Nashua, N. H.	The Telegraph	Evening
26.	New London, Conn.	The Day	Evening
27.	Pocatello, Idaho	The Tribune	Evening
28.	Pulaski, Va.	The Southwest Times and News Review	Evening
29.	Raleigh, N. C.	The News and Observer	Morning and Sunday
30.	Rutland, Vt.	The Herald	Morning
31.	Rome, Ga.	The News	Evening and Sunday
32.	St. Cloud, Minn.	The Journal Press	Evening
33.	San Bernardino, Calif.	The Sun	Morning and Sunday
34.	Santa Rosa, Calif.	The Press Democrat	Morning and Sunday
35.	Sioux Falls, S. D.	The Argus Leader	Evening
36.	Sterling, Col.	The Advocate	Evening
37.	Tallahassee, Fla.	The Democrat	Evening
38.	Tuscaloosa, Ala.	The News and Times Gazette	Evening and Sunday
39.	Wakefield, Mass.	The Item	Evening
40.	Walla Walla, Wash.	The Bulletin	Evening and Sunday
41.	Winchester, Ky.	The Sun	Morning and Evening

APPENDIX C.

LIST OF CITIES IN WHICH THE PUBLIC SCHOOL SYSTEM COOPERATED.

City	*State*
Aberdeen	South Dakota
Adams	Massachusetts
Albany	Alabama
Albuquerque	New Mexico
Alexandria	Indiana
Alexandria	Louisiana
Allentown	Pennsylvania
Altoona	Pennsylvania
Anderson	South Carolina
Ansonia	Connecticut
Asbury Park	New Jersey
Astoria	Oregon
Athens	Georgia
Atlanta	Georgia
Bakersfield	California
Bangor	Maine
Battle Creek	Michigan
Bayonne	New Jersey
Bellows Falls	Vermont
Bennington	Vermont
Berkeley	California
Binghamton	New York
Birmingham	Alabama
Bloomfield	New Jersey
Bloomington	Indiana
Bowling Green	Kentucky
Bowling Green	Ohio
Bozeman	Montana
Brattleboro	Vermont
Bridgeport	Connecticut
Brockton	Massachusetts
Brunswick	Georgia
Buffalo	New York
Burlington	Iowa
Burlington	Vermont
Cairo	Illinois
Canton	Illinois
Canton	Ohio
Cape Girardeau	Missouri
Carlisle	Pennsylvania
Carthage	Missouri
Cedar Rapids	Iowa
Central Village	Connecticut
Chelsea	Massachusetts
Chester	Pennsylvania
Cheyenne	Wyoming
Chickasha	Oklahoma
Chicopee	Massachusetts
Cicero	Illinois
Cleveland	Ohio
Cleveland	Tennessee
Clifton Forge	Virginia
Coatesville	Pennsylvania
Coeur d' Alene	Idaho
Colorado Springs	Colorado
Columbus	Nebraska
Columbus	Georgia
Concord	New Hampshire
Council Bluffs	Iowa
Danvers	Massachusetts
Davenport	Iowa
Denison	Texas
Denver	Colorado
Detroit	Michigan
Dubuque	Iowa
Duluth	Minnesota
Durham	North Carolina
Easton	Pennsylvania
East St. Louis	Illinois
Eau Claire	Wisconsin
Elizabeth	New Jersey
Elkins	West Virginia
El Paso	Texas
Erie	Pennsylvania
Escanaba	Michigan
Everett	Massachusetts
Everett	Washington
Fargo	North Dakota
Fort Smith	Arkansas
Fredericksburg	Virginia
Fresno	California
Gadsden	Alabama
Galesburg	Illinois
Gardner	Massachusetts
Gary	Indiana
Grand Forks	North Dakota
Grand Junction	Colorado
Grand Rapids	Michigan
Great Falls	Montana
Greeley	Colorado
Green Bay	Wisconsin
Greencastle	Indiana
Greensboro	North Carolina
Greenville	Mississippi
Hackensack	New Jersey
Hagerstown	Maryland
Hancock	Michigan
Hannibal	Missouri
Harrisburg	Pennsylvania
Haverhill	Massachusetts
Helena	Arkansas
Holyoke	Massachusetts

City	*State*
Huron	South Dakota.
Independence	Kansas
Indianapolis	Indiana
Iowa City	Iowa
Ironton	Ohio
Ironwood	Michigan
Jackson	Michigan
Jacksonville	Illinois
Jamestown	New York
Jeanette	Pennsylvania
Jersey City	New Jersey
Joliet	Illinois
Kansas City	Kansas
Kenosha	Wisconsin
Keokuk	Iowa
Kinston	North Carolina
Kokomo	Indiana
La Crosse	Wisconsin
Lancaster	Ohio
Lancaster	Pennsylvania
Lansing	Michigan
Latrobe	Pennsylvania
Leavenworth	Kansas
Lebanon	New Hampshire
Leominster	Massachusetts
Lewiston	Idaho
Lewiston	Maine
Lexington	Missouri
Little Falls	Minnesota
Los Angeles	California
Lynn	Massachusetts
Malden	Massachusetts
Mamaroneck	New York
Maistee	Michigan
Mankato	Minnesota
Martins Ferry	Ohio
Medford	Oregon
Mexico	Missouri
Miami	Florida
Middletown	Connecticut
Milton	Massachusetts
Milwaukee	Wisconsin
Minot	North Dakota
Missoula	Montana
Mitchell	South Dakota
Moberly	Missouri
Moline	Illinois
Monroe	Michigan
Montclair	New Jersey
Montgomery	Alabama
Montpelier	Vermont
Mount Vernon	Illinois
Mount Vernon	New York
Muskogee	Oklahoma
Nangatuck	Connecticut
Nashua	New Hampshire
Nevada	Missouri
New Castle	Pennsylvania
New Orleans	Louisiana
Newtonville	Massachusetts
Norfolk	Virginia
Northampton	Massachusetts
Norwalk	Connecticut
Oakland	California
Oak Park	Illinois
Oklahoma City	Oklahoma
Olympia	Washington
Omaha	Nebraska
Oshkosh	Wisconsin
Ottwumwa	Iowa
Owensboro	Kentucky
Paducah	Kentucky
Pasadena	California
Paterson	New Jersey
Philadelphia	Pennsylvania
Phoenix	Arizona
Pine Bluff	Arkansas
Pittsfield	Massachusetts
Pocatello	Idaho
Pontiac	Michigan
Portsmouth	New Hampshire
Portsmouth	Virginia
Prescott	Arizona
Pueblo	Colorado
Quincy	Illinois
Raleigh	North Carolina
Reading	Pennsylvania
Redlands	California
Revere	Massachusetts
Richmond	Virginia
Rochester	Minnesota
Rochester	New York
Rock Island	Illinois
Rome	Georgia
St. Johnsbury	Vermont
St. Joseph	Missouri
Salt Lake City	Utah
San Diego	California
San Rafael	California
Santa Barbara	California
Santa Cruz	California.
Santa Fe	New Mexico
Sapulpa	Oklahoma
Savannah	Georgia
Schenectady	New York
Scranton	Pennsylvania
Selma	Alabama
Sharpsburg	Pennsylvania
Sheboygan	Wisconsin
Shreveport	Louisiana
Sioux City	Iowa
Solvay	New York

City	*State*
Somerville	Massachusetts
Spokane	Washington
Springfield	Missouri
Springfield	Ohio
Stamford	Connecticut
Streator	Illinois
Superior	Wisconsin
Syracuse	New York
Taunton	Massachusetts
Terre Haute	Indiana
Texarkana	Texas
Topeka	Kansas
Trenton	New Jersey
Union	New Jersey
Utica	New York
Vicksburg	Mississippi
Waco	Texas
Walla Walla	Washington
Wallingford	Connecticut
Washington	District of Columbia
Washington	Pennsylvania
Waterbury	Connecticut
Wausau	Wisconsin
Waycross	Georgia
West Hoboken	New Jersey
West Orange	New Jersey
Wheeling	West Virginia
Wichita	Kansas
Wilkes-Barre	Pennsylvania
Willimantic	Connecticut
Wilmington	North Carolina
Winchester	Massachusetts
Winchester	Virginia
Winston Salem	North Carolina
Woburn	Massachusetts
Worcester	Massachusetts
Yazoo City	Mississippi
Youngstown	Ohio
Zanesville	Ohio